

SCHOOL OF NURSING  
PRESBYTERIAN HOSPITAL  
CHICAGO, ILLINOIS



by  
Ruth Johnson









*M. Helena McMillan organized the School of Nursing in 1903 and directed its affairs until 1938 when she retired. A pioneer in nursing, she fought the early battles of the profession for State nursing organization, regulations and for an improved curriculum. The Director Emeritus now lives at 3233 Broadway Avenue, Boulder, Colorado. From McGill University Miss McMillan received her bachelor of arts degree; and from the Illinois Training School her nursing diploma (1894). She came to Presbyterian Hospital from Lakeside Hospital, Cleveland, where she had organized and for five years directed a school of nursing.*



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Sincerely,  
M. H. M. Milson



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THE HISTORY OF THE SCHOOL OF NURSING  
OF PRESBYTERIAN HOSPITAL  
CHICAGO, ILLINOIS  
1903-1956

by  
Ruth Johnsen, R.N., B.S., M.A.

A Paper Submitted to  
The Faculty of Nursing Education  
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## Foreword

The Presbyterian Hospital of the City of Chicago was founded in 1883 and was opened to patients in August, 1884. The purpose of the Hospital was to provide “. . . surgical and medical aid, and nursing, to sick and disabled persons of every creed, nationality and color.”<sup>1</sup>

For most of the first twenty years, the nursing service in the Hospital was furnished by the Illinois Training School for Nurses which also provided the nursing service in Cook County Hospital. There were two sporadic attempts to establish a school. When the Hospital was established, a school of nursing was established which lasted a very short time.

The first year the nursing under the supervision of Miss A. E. Steere was cared for by 18 student nurses wearing the uniform of the Presbyterian Hospital Training School, “their term of service fixed at one year.” Miss Steere severing her connection to accept a position with the Illinois Training School, it was decided to place the nursing of the hospital in the care of that school. The agreement lasted one year only when the hospital school was reorganized under the direction of Miss Marion H. Mitchell.<sup>2</sup>

In 1888, Illinois Training School for a second time undertook the nursing in Presbyterian Hospital.

There were details to be arranged, such as the admission of the younger pupil nurses of the Presbyterian Training School into the Illinois Training School, co-ordinating the duties of the medical superintendent and the training school superintendent, and the care of charity patients requiring special nurses; for these latter the School agreed to make no charge. The nurses were to live at the Home, though their washing would be done at the Hospital (as was the arrangement with the County).

The contract, signed June 30, 1888, was to be for five years, unless terminated sooner by six months' notice from either party. Miss Isabel McIsaac, of the class of 1888, was made assistant superintendent in charge of the nursing at the Presbyterian, and on July 9 the work was actually taken over.

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<sup>1</sup> *Articles of Incorporation of the Presbyterian Hospital of the City of Chicago*, Appendix, p. 69.

<sup>2</sup> Mrs. David W. Graham, “A Summary of the Reminiscences Given at the Annual Meeting, January 5, 1925,” *The Presbyterian Hospital Bulletin*, Number 58 (January: 1925), p. 11.



So satisfactory was the arrangement that it was continued for fifteen years; during that time the number of patients increased from forty to two hundred.<sup>3</sup>

In November, 1902, the Illinois Training School for Nurses notified the Board of Managers of Presbyterian Hospital that in accordance with provisions in the contract for supplying nurses, they would discontinue service November 1, 1903. The service was discontinued for two reasons: first, the enlargement of both hospitals (Presbyterian and Cook County); and second, the greater amount of work imposed on nurses by daily increasing demands of the medical staffs. During the period of transition caused by the termination of the contract, the Illinois Training School gradually withdrew its nurses from the Hospital.

The School of Nursing of Presbyterian Hospital, Chicago, Illinois was established in 1903. It was in continuous operation until it went out of existence as such due to the merger of Presbyterian Hospital and St. Luke's Hospital and the establishment of a new school in 1956.

The purpose of this paper is to fulfill a long felt desire by many people interested in the history of the School of Nursing of Presbyterian Hospital, Chicago, Illinois. It is the intent of the author to compile and report the history of this School of Nursing and to pay tribute to the founder of the School and others who have been influential in the development.

Information was obtained during personal interviews with Miss M. Helena McMillan, former Director of Nursing, and Miss Mae Russell, former Assistant Principal. Correspondence written by Miss McMillan for the period from 1903 through 1908 was read. Miss McMillan also graciously supplied information through personal correspondence with the author and read the first chapters for accuracy.

In addition, the annual reports from 1903 through 1956 were used. School announcements covering the same period were read as well as hospital bulletins. *The History of Illinois Training School* provided background information. Another valuable source was the brochure written for the fiftieth anniversary by the four directors of the School. Official school records and reports concerning accreditation, department of registration and education reports and articles of incorporation were studied as well as student records.

I wish to acknowledge with thanks the assistance and guidance given to me by Miss Frances Thielbar, Chairman of Nursing Education, the University of Chicago. I also wish to thank those associated with the School of Nursing, Presbyterian Hospital, Chicago, Illinois who helped me to collect my data and answered my numerous questions.

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<sup>3</sup> Grace Fay Schryver, *A History of the Illinois Training School for Nurses 1880-1929* (Chicago: Published by the Board of Directors of the Illinois Training School for Nurses, 1930), p. 59.



The Presbyterian Hospital  
of the  
City of Chicago

gratefully remembers the generous gifts of Mrs. Albert  
Arnold Sprague and of other members and friends of  
the Sprague family whose contributions built the  
Sprague Home for Nurses on the northeast corner of  
Congress and Wood Streets, where the School of  
Nursing of the Presbyterian Hospital was located  
1913-1952



## CHAPTER I

### Organization of the School

The termination of the contract between Illinois Training School for Nurses and Presbyterian Hospital culminated in the establishing of a separate school. Cooperation between the Board of Managers of the Hospital and the Woman's Board, or Ladies Aid Society as it was known, finally resulted in securing the necessary amount of money to start the school. The sum of forty thousand dollars was raised for a suitable home. Donations included books, chairs, silverware and refrigerators.

Miss M. Helena McMillan was appointed in early January, 1903 to head the nursing service of the Presbyterian Hospital and to establish its School of Nursing. The hospital was fortunate in securing her services. M. Helena McMillan was one of the Canadian women who played an important role in building the profession of nursing in the United States. She was born in Montreal of Scotch ancestry. Following her education in private schools and McGill University, Montreal, which in 1891 conferred upon her the degree of Bachelor of Arts, she then wished to become a physician. She was dissuaded by the objections of her father.

Frequently visiting her sister in Chicago, her inclinations led her to the Illinois Training School for Nurses. In 1894 she was graduated and was appointed Lady Superintendent of the Kingston General Hospital, Kingston, Canada. In 1895 she became a member of the American Society of Superintendents of Training Schools for Nurses (later the National League of Nursing Education), and was associated with the women whose efforts resulted in the establishment of a course for instructors and administrators of schools of nursing at Teachers College, Columbia University.<sup>1</sup>

From 1897-1902 she was Principal and Superintendent of Nurses and Matron of the Hospital at Lakeside Hospital, Cleveland. She organized the school for nurses and those familiar with the high standards of that institution will appreciate Miss McMillan's pioneer endeavors. As an example, from its incipency the school has consistently maintained the eight-hour system and it was established along advanced educational lines.

She was the first president of the Graduate Nurses' Association of Cleveland and when it was desired to establish a Visiting Nurse Association, the organizers turned to Miss McMillan, who with "untiring effort," searched throughout the country until a suitable nurse was found to direct this new activity. These efforts were another manifestation of her wide interest in

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NOTE: Superior numbers indicate references at end of Chapter.



every phase of nursing. In the fall of 1902 she spent some months on the staff of Henry Street Settlement, New York City.<sup>2</sup>

The governing Board of the Hospital was identical with the Board of Managers of the Nurses' School. The Board of Managers wanted to have the best nurses' school in the country, offering the greatest educational advantages to its pupils. Miss McMillan was not responsible to the hospital superintendent in matters relating to the School and organized the School directly under the Board.

The School Committee as provided in the By-Laws of the Hospital, consisted of two women from the Woman's Board, a doctor, and two men from the Board of Managers. The Principal of the School and the President of the Board were ex-officio members. The function of this committee was advisory for both nursing service in the hospital and the conduct of the school.<sup>3</sup>

A large part of the total amount necessary for founding and early operation of the school was provided by the Board of Managers. It was felt funds from the Hospital should not be the sole source of support and that endowments would be required to make it the model school which the Training School Committee planned.

At the time the school was started, the hospital had a capacity of over two hundred beds serving both private and free ward patients. The School gradually took over from Illinois Training School nurses, floor by floor, the nursing responsibilities of the Hospital. Supervising nurses, selected from representative nursing schools of the country, were placed in charge of each department. Under these supervisors, graduates from local and distant schools, with the assistance of postgraduate students and, later, students of the School, assumed the nursing obligations. From the beginning a supply of graduate nurses was maintained in each department to allow proper teaching methods for the students of the School and to prevent ingrowing satisfaction or stalemate.

High educational ideals were set and the course was designed for women of ability and superior education who wished to enter the profession. In the first bulletin the following statement was made:

In organizing the Nurses' School the Trustees of the Presbyterian Hospital have taken into consideration the fact, that the nursing profession is undergoing rapid evolution, and that women of ability and superior education wish to enter the profession. Many women, capable of receiving a professional education of a high standard, have been turned from nurses' schools on account of the limited educational advantages of these schools, or have been compelled to be satisfied with the meagre theoretical knowledge provided, to stand the strain of intense physical effort, and to submit to petty indignities which should not be offered to intelligent women.

Modeling itself upon the work done in women's schools throughout the country, as well as upon the best of the schools for nurses,

this school offers to its pupils a course of instruction which will meet the desires of those aiming for high professional training and will produce nurses thoroughly competent in the practice and theory of nursing in all its branches.

That the instruction will be of the highest order is assured by the fact, that the Trustees of the School are working in unison with the staff of the Rush Medical College, who, in co-operation with the principal and staff of teachers of the School, are responsible for all educational matters.<sup>4</sup>

Thus it appears that it was the intention of the founders of the school to develop a sound academic program in professional nursing.

Miss McMillan in reporting to the American Society of Superintendents of Training Schools for Nurses in 1906 indicated the type of affiliation between the School of Nursing and Rush Medical College:

A form of affiliation less common [than those cited] is that of nurses' school with college, instanced in the Presbyterian Hospital of Chicago, where upon the organization of the school in 1903, Rush Medical College offered to assume responsibility for the instruction of the pupils in those subjects ordinarily taught in a medical school and the use of its laboratories and class-rooms. This offer was gladly accepted by the school and has been found most helpful, results having been thus obtained which otherwise would have been impossible.<sup>5</sup>

Two residences at the northwest corner of Ashland Boulevard and Congress Street, three blocks from the Hospital, were bought and thoroughly renovated to serve as the nurses' residence.<sup>6</sup> Plumbing and heating were of the best and the rooms large and bright. There were comfortable sitting rooms, dining rooms and study equipped with charts, text-books and reference library. The building accommodated between forty and fifty faculty and students.

Miss McMillan's first efforts were directed toward organizing the School program and toward securing students for an entering class. In addition, qualified faculty members had to be secured. In selecting faculty members, Miss McMillan stressed that the school was entirely educational in nature. Much teaching was involved and for that reason each officer of the school would have to be prepared to do her share.

In 1901, Miss Nutting in a paper entitled "Preliminary Education of Nurses" had discussed the merits of a preparatory course in a school of nursing. At that time, the first six months preparatory course had just been established in an American school of nursing. Four years later, in her report "Some Results of Preparatory Courses for Nurses," Miss Nutting stated that preparatory courses of study had been established in one form or another in twenty-four schools and there was a great deal of diversity.



This appears in a marked way in the period of time set apart to be devoted to this course of study. In several schools, six in all, a full six months is required for this preparation. In a good many others four months suffices, while three months is a very popular period and that which has so far been chosen by the majority of schools.<sup>7</sup>

The Presbyterian School of Nursing was in the vanguard when it started its program with a six months preparatory period. The purpose of the preparatory course was described as follows:

The first half year consists of a preparatory period, during which time the pupil resides in the Nurses' Home and receives both practical and theoretical instruction in many points which it is necessary for her to know before entering the hospital — the object of this preliminary training being to prepare the pupil to enter the hospital, with sufficient fundamental knowledge to allow her to benefit to the utmost by her work there from the time of entrance. This course is of value to any woman, and of necessity to the competent nurse.<sup>8</sup>

The first bulletin gives an overview of what was to be included in the course of study. The preparatory course is described in detail since it was a special feature of the School. It was designed to combine a "more just proportion" of theoretical instruction with practical training than that found in many schools of nursing. In contrast to the usual practice, students did not have experience in the hospital. Practice was secured with the ambulatory patient in the dispensary, on home visits with the Visiting Nurse Association, and in domestic science. The following is a description:

*The Preparatory Course* — Beginning April 1st and October 1st — The morning hours are devoted to practical work under supervision. For this instruction the class is divided into four, a strong point being made of domestic science and household economy.

*First Division* is taught cooking, the care of silver, glass, linen, dining rooms, etc., in the kitchen, serving and dining rooms of the Home.

*Second Division* is instructed in the care of household furniture, carpets, bedrooms, bathrooms; in sewing.

*Third Division* — The pupils in this division visit the homes of the poor every morning from 9 A.M. to 12 noon. Each pupil accompanies a member of the Visiting Nurses' Association of Chicago, who instructs her in nursing and whom she assists in the care of the sick poor.

*Fourth Division* — The pupils attend clinics in the Central Free



Dispensary in medicine, surgery, diseases of children, nervous diseases, obstetrics and gynaecology, diseases of the chest, nose and throat, of the eye and ear.

The time spent by the pupil in each division is between six and seven weeks.

In the afternoon the members of all divisions combine and receive together theoretical instruction in classes and lectures.

Class work covers dietetics, nursing, the ethics of nursing.

Work in Anatomy, Physiology, Materia Medica, Bacteriology, Hygiene, is given by the staff of the Rush Medical College in the classrooms of the college.

Examinations are held in the above subjects at the end of each course.<sup>9</sup>

Twenty-five class demonstrations were given during the preparatory course. This instruction was supplemented by the teaching received from graduate nurses in district nursing and in the dispensary.

In order to secure systematic training, two classes were admitted yearly, one in March and one in September but at no other time. The first class was admitted for a three year term including a six months preparatory period in addition to a three year course in the study and practice of nursing.

During the preparatory period, the students lived in the nurses' home and under supervision had experience in an ordinary household, in the homes of the poor, and in the dispensary as preparation for philanthropic work in a settlement or in district nursing.

The first six months of preparation under constant instruction was also one of probation. If the student successfully passed examinations and gave satisfactory proof of good practical work, she was received into the school and training in the hospital began. Regular examinations were given and the standing of the pupil was based upon general character of work and behavior throughout the year and upon achievement in the examinations. The School reserved the privilege of dropping a pupil at any period for misconduct, inefficiency or neglect of duty.

Tuition of twenty-five dollars for the first six months was charged to cover in part the expense of the instruction. The pupil received board, lodging, and a "reasonable amount" of laundry from the date of entrance. The tuition fee was to help place the nurse in the position of student rather than that of employee of the hospital.

The hours on duty daily during the preliminary time was an average of six hours of practical work under supervision and two hours of class instruction. The rest of the time was expected to be used for study with a necessary amount of rest and recreation. All classes and lectures were held in the daytime.

Many of the lectures were given in Rush Medical College, the classrooms of the College being used by the School. The College also granted the pupils of

the School the privilege of using the well equipped medical library containing about ten thousand volumes.

Copies of the text-books used were placed in the school study room to be used by the pupils. If the pupil wished to purchase the text-books she could do so at a cost of twelve dollars. The following text-books were used:

Kimber's *Anatomy and Physiology*  
 Schenck and Gurber's *Human Physiology*  
 Potter's *Materia Medica*  
 Hampton's *Nursing*  
 Nuttall's *Hygienic Measures in Infectious Diseases*  
 Willoughby's *Hygiene for Students*  
 Boland's *Cooking for the Sick*

The faculty listed in the first bulletin included Miss McMillan, Principal and Instructor in Ethics of Nursing, fifteen faculty members, and fifteen lecturers from Rush Medical College. An additional four faculty positions were not filled. Extra-mural instructors included the staff of the Visiting Nurse Association and the Central Free Dispensary.

Miss Rebecca Cross, the first instructor in nursing methods, was a graduate of the Royal Victoria Hospital, Montreal. She had had several years of teaching experience.

Miss Emma B. Aylward, a graduate in domestic science from one of the accredited Chicago schools, taught the theory and practice of food preparation in the kitchen of the Ashland Residence. Later Miss Aylward was transferred to the Hospital where she organized a diet kitchen and continued to teach students as well as provide special diets for hospital patients. This work of providing diets for patients was carried on by students in the School for many years under the direction of trained dietitians until the School was relieved of this responsibility.

Admission requirements included high school education or its equivalent with preference being given to an applicant with one or more years of college. The most acceptable age was between twenty and thirty and the applicant had to be in good health. When possible, application was made in person. The formal application was accompanied by a letter from a physician as to physical fitness and from responsible persons as to good character.<sup>10</sup> Two references were also required.<sup>11</sup>

Although the School was supported by the Presbyterian people and churches of Chicago, it admitted women of all creeds. Students were expected to attend their own churches regularly.

Instructions to the new students were as follows:

A candidate accepted for the probationary term should bring with her: Four entire dresses plainly made of gingham or calico (not blue and white stripe); eight linen collars; seven large, white aprons; two bags for soiled clothes; underclothing made plainly,



without ruffles or trimming. Each article must be distinctly marked with indelible ink and not with a stencil, with the full name of the owner. Waists and articles with neck-bands must be marked upon the inside of the back of the neckband; all skirts or garments with skirt bands must be marked upon the band.

Each pupil should bring her napkin ring, a pair of noiseless, common sense shoes, and a watch with a second-hand.

As pupils will be out in all weather, both in district nursing and to and from the hospital, it is necessary for each to come provided with warm underwear, a heavy coat, mackintosh, rubbers and umbrella. A long coat is of great convenience.<sup>12</sup>

On April 1, 1903, the first class arrived at the School on Ashland Boulevard. There were twelve pupils in the Preparatory Course. In this first group seven young women were from Illinois, two from Wisconsin, one from Ohio, one from Minnesota, and one from Montana.

Nurses from the Illinois Training School provided much of the nursing service until the end of 1903. In order to provide experience for the new students, the out-patient department was utilized and a special uniform was worn. Miss McMillan commented in her article "Some Remembrances":

The Hospital floors were not available and, in order to secure some patient contact, the Central Free Dispensary willingly accepted the "Brownies" into their clinics at our request, although they were somewhat confused as to how to place and rank these students. For this reason and to give dignity to the group, the "Preliminary Cap" was adopted — a rank departure from tradition.<sup>13</sup>

In case of sickness the pupil was cared for at the expense of the school. A school physician was in charge of the health program. If a nurse was sick or ailing she reported at once to the Superintendent of the School and was prescribed for by the physician. Time lost due to illness or other causes was made up by prolonging the course. Pupils were excused from classes and lectures only on account of illness.

On October 1, 1903, ten of the twelve members of the first class satisfactorily completed the six months preliminary course which they had started April 1st and were deemed worthy of wearing the blue uniform of the School. These students then entered upon their duties in the Hospital. In addition to this small nucleus of students, there were six officers and instructors, thirteen supervising and head nurses, twenty-two postgraduate nurses, three pupils from other hospitals and four salaried nurses employed temporarily in the hospital.

After the preliminary period the pupils were assigned eight hours per day of practical nursing. In the operating room, on special duty, or in case of emergency the nurse might be on duty longer. A vacation of six weeks was



given at the end of the lecture period in both the first and second years but at no other time except in an emergency.\*

The broad outline of the program after the six months preparatory course was as follows:

### FIRST YEAR

Beginning October.

Medical Lectures — Twice a week for two months; October, November.

Surgical Lectures — Twice a week; December, January.

Bandaging — Twelve Classes.

Chemistry — Twice a week; February, March.

Gynaecology — Twice a week; April, May.

Classes in Nursing.

Examinations on each of above subjects at end of the course.

Vacations in June and July.

### SECOND OR JUNIOR YEAR

Nursing of Children — Two lectures weekly; October, November, December.

Urinalysis — Two lectures weekly; January.

Toxicology — February, March.

Nervous Diseases — Two lectures weekly; April.

Contagious Diseases — Two lectures weekly; May.

Class work in nursing and allied subjects.

Examinations in each subject at the close of the course.

Vacations in July and August.

### THIRD OR SENIOR YEAR

Massage — Two classes weekly; September, October.

Medical Lectures — Two lectures weekly; October.

Obstetrics — Two classes weekly; November, December.

Care of the Eye, Ear, Nose, Throat — Two lectures weekly; January, February.

Surgical Lectures — Two lectures weekly; March.

The Skin — Two lectures weekly; March.

Talks and lectures on special subjects.

Examinations are held in each of the above subjects at the close of the course.<sup>14</sup>

Students were also admitted with advanced standing, credit being given for time spent in another school. These students were required to have preliminary education equal to a high school diploma. Previous training had to be in a recognized school and there was to be a written statement that she left with an honorable record. All candidates for advanced standing had to take,

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\* Curriculum and wording not clear. Verified fact that six weeks vacation was planned for each year by checking student record.

at least in part, the preliminary course which was a special feature of the school and were to spend in addition not less than two years in the school before a diploma was granted.

In addition to the diploma program, two other programs were offered. First, there were pupils from other hospital schools who received special training on an affiliation basis in 1903. The schools in Butterworth Hospital in Grand Rapids and Passavant Memorial Hospital of Chicago availed themselves of this opportunity.

The other program which was offered was postgraduate work for nurses wishing additional hospital experience. This program was inaugurated in 1903 to help staff the hospital until there was a full complement of students. It was to have lasted a year to eighteen months; however, it proved to be so popular, that it was not discontinued until 1908. The postgraduates did senior duties on the wards and worked from 7 a.m. to 7 p.m. with two hours off duty during the day.

Lectures were planned for the postgraduate students in dietetics and practical nursing. In addition, the postgraduates were privileged to attend as many of the lectures for students as their practical work allowed. The nurse could apply for experience in one or more clinical services in the hospital for her practical work, but candidates were not accepted for less than a three month's course. A certificate from the hospital was given at satisfactory completion of term of service. Board, lodging and a reasonable amount of laundry was provided for each student.

The fact that there were many applications both for admission to the school and for the postgraduate program attests to Miss McMillan's organizational ability and magnetism. Applications came from as far away as Texas.

In the First Annual Report of the School, Miss McMillan stated:

... the building up of such a one [school of nursing] as this offers a field for unlimited thought and work. What many schools have been hoping for and working towards for years, this school steps into at once and accomplishes, in its first year of existence, an organization combining those features most to be desired in a school of this nature. The much-talked-of preliminary course is an established fact; the more just proportion of theoretical instruction with practical training has been arranged and the field of education of the pupil nurse has been broadened by introducing dispensary work, domestic science and district nursing.<sup>15</sup>

Miss McMillan wrote that three important features of the School were the introduction of a tuition fee, lengthening of the course and affiliation with a medical school.

As was expected, the operating expense of the first year largely exceeded the income.



Mr. Ernest Hamill, President of the Board of Managers, gave the following report of the School's first year of activity:

The last contract for nurses existing between the Hospital and the Illinois Training School for Nurses terminated December 31, 1903, and in separating the work we desire to thank the organization and nurses for the efficient services rendered during the past years.

Commencing January 1, 1904, we have been depending on our own School for Nurses, with such temporary outside assistance as seemed necessary. It is a pleasure to note that our School is steadily maintaining its high standards, and will in a short time supply the full demands of the Hospital. Miss McMillan, Principal of the School, has carried the work forward with admirable patience and ability. Through the generosity of friends the School has received many donations, which have given many comforts and conveniences to the rooms.<sup>16</sup>

The year 1903 was very important in the history of Presbyterian Hospital School of Nursing. The School was founded on high standards which included many of the advancements desired by nursing leaders.

## REFERENCES

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## CHAPTER II

### Spreading the Wings

During the period from 1904 to 1912, the School grew in size and in status. The curriculum for the entire program was completed, changes were made, and affiliations in special areas were added. Approval of the School was secured so that students were eligible to apply for registration in the states of New York and Illinois. Soon an addition was needed on the Ashland Avenue residence and by the end of the period a new building was necessary.

In 1906 the School succeeded in completing its organization and graduated on April the eleventh its first class of ten nurses. The graduation requirements for this first class of students included satisfactory completion of three years in the School of required practical and theoretical work and successful performance on examinations.

Desiring to have a school pin which was different from the cross which was used by many schools of nursing, Miss McMillan and Mrs. Charles Hamill, President of the Woman's Board, designed a pin in dark blue and gold using the fleur-de-lis motif and the initials of the School. Upon graduating each member of the first class and each subsequent class received, as a gift, the pin with her name, date of graduation and number in order of graduation inscribed on the back of the pin. The diploma was designed by Miss McMillan with the assistance of Mr. Charles Hutchinson, member of the Board of Managers.

The Alumnae Association was formed in 1906 and a representative of the Alumnae Association was added to the School Committee.

From its inception, this School had several features that made it unusual among schools of nursing. Although many schools had longer hours, from the beginning the pupils were on duty only eight hours out of each twenty-four. The school was far ahead of its day in this practice. In a report to the American Society of Superintendents of Training Schools for Nurses in 1905, the following information about hours on duty in schools throughout the country was presented:

Hours of duty are not quite so uniform, as they vary from twelve hours for each day and night to eight hours each day and night. Just how in the latter case the remaining eight of the twenty-four are disposed of does not appear.

Of the one hundred and fifteen schools forty-nine have twelve hours each day and night, twenty-seven have ten hours for day and twelve hours for night. All others scatter by ones or twos in days or nights of nine, nine and a half to eleven and a half, and twelve or thirteen hours for either day or night.<sup>1</sup>

Other features of the School included advantages not found in all schools of nursing. All classes and lectures were held in the daytime. The nurses lived in a home a short distance from the hospital. The pupils worked in the clinics of Rush Medical College (an excellent educational opportunity). In the second and third years the pupils received training in special duty nursing by caring for private patients in the hospital.

Standards were kept high, the aim being to graduate nurses equipped in a most thorough manner without regard to numbers. In her third annual report Miss McMillan stated: "The number of applications for entrance into the School is yearly increasing, our high requirements, however, barring many from being accepted."<sup>2</sup> Miss Stewart in her book, *The Education of Nurses*, said: "A few schools set a good example by voluntarily raising their educational standards.

After 1900, high school graduation became the requirement in several leading schools and definite efforts were made by a few to attract college graduates."<sup>3</sup> Another example of high standards was that accepted candidates were advised to devote their time before entrance to the School to the study of Elementary Chemistry, Physiology, Physics or Zoology if unfamiliar with the subjects.

Evidence of the high caliber of the students was the opinion of the medical staff. The medical staff indicated that the pupil nurses showed a high degree of efficiency.<sup>4</sup>

During the fourth year of the School major changes included providing for experience with patients with contagious diseases, termination of the affiliation with the Visiting Nurse Association for district nursing and addition of systematic experience in the pharmacy. Miss McMillan describes these changes as follows:

The following changes have been made during the year for the purpose of providing practical instruction along special lines: To secure experience in contagious diseases, after the closing of the McCormick Institute, an arrangement was made with the Illinois Training School by which those pupils wishing this training could obtain it in the contagious department of the Cook County Hospital. The Visiting Nurses' Association of Chicago, requiring the services of more advanced pupils than we could supply, the affiliation of the School with that Association was terminated. By giving up this work for our preliminary pupils, we have been able to undertake systematic instruction long planned for in other departments. Through the courtesy of Mr. Gray, the pharmacist of the Hospital, it has been arranged that each member of the class spend three weeks in the pharmacy under his instruction and supervision. We consider that the experience and practical knowledge thus gained by the nurse are of greatest value to the Hospital, in so far as such knowledge on the part of our pupils lessens the danger of mistakes occurring in the use of drugs.



Also for purposes of instruction in the preliminary division, and to accomplish economy in the use of material, a surgical supply room has been fitted up in the Hospital, where, under the supervision of a graduate nurse, all surgical supplies are made and the combined results of training and economy obtained.<sup>5</sup>

It is interesting to note the difference in the objectives of the School of Nursing and the Visiting Nurse Association. The School planned the experience in district nursing as an educational orientation. The Visiting Nurse Association was responsible for the care of patients and desired students capable of giving care.

Curriculum changes in 1911 increased the number of hours in the following courses: Anatomy, Bacteriology, Physiology, Chemistry, Materia Medica, Urinalysis and Toxicology.

In 1912, the length of the course was changed from three and one-half to three years.

After eight years' trial of a course of training extending over three and a half years, it has been decided to return to the original three-year term, it being believed that the additional six months has not proved sufficiently essential to warrant its retention. The Alumnae Association was requested to give an opinion on the length of training, and voted that it be shortened to three years. The change will go into operation with the class entering September, 1912.<sup>6</sup>

Very rapidly other significant changes were made such as increasing the number of hours in courses, adding textbooks, and also requiring the students to purchase their own textbooks.

Early lecturers in the School included physicians prominent in Chicago medical circles such as Frank Billings, James Herrick, Arthur Dean Bevan, Walter Haines, and Edwin LeCount.

In the summer of 1907, Presbyterian Hospital closed the children's and the maternity departments. Arrangements were made for the pupils to receive experience in obstetrics at Chicago Lying-In Hospital and in pediatrics at the Baby Sanitarium at Jackson Park. An affiliation for pupils who were interested was also available at Elgin Insane Asylum.

The last indication of students from other schools affiliating at Presbyterian Hospital was found in records for the year 1906. It was not possible to find data to determine what happened to the other affiliations but a program for students to affiliate at Presbyterian Hospital was arranged with Children's Memorial Hospital. After two years in the school at Children's Memorial Hospital the students went to Presbyterian for one year's training in adult nursing. A number of students from Presbyterian went to Children's Memorial Hospital for pediatric experience.

As indicated in the previous chapter graduate nurses came to do postgrad-



uate work. By 1908 the School became too crowded to accept postgraduate students and the program which had been very helpful in the first years of the School was ended and never restarted.

Mary Byrne, a Junior student, died of scarlet fever. This was the first death in the school. The students and graduates started the Mary Byrne Memorial Fund which provided for an endowed room in the Hospital in her memory.

A loan fund was available to help the pupils meet financial burdens. In the Bulletin of Information for 1908-1909, it was recommended that students be prepared to meet the general expenses of the School plus ten dollars per month for expenses. The pupils also competed for six prizes of twenty-five dollars each.

The Woman's Board offered the following scholarship to students interested in missionary work:

Scholarships — The Woman's Auxiliary Board of the Hospital offers scholarships of \$420.00 to young women who wish to study nursing and who, for financial reasons, are unable to enter this school.

Applications for such scholarships must be made in writing to the Principal of the School and will be granted only to such young women as prove themselves qualified to meet all the entrance requirements, and who will, after graduating, devote three years to Missionary, Social Service or allied work.

These scholarships are paid in monthly installments of ten dollars, payment being stopped should the pupil leave the school.

Should the nurse, for any reason except the loss of health, be unable to give the promised three years of such service, she will be expected to refund all money received by her from the institution.<sup>7</sup>

In May, 1906, the School applied for and received approval by the Educational Department of New York State, thus qualifying its graduates to present themselves for examination and to practice their profession in New York State. There was no licensure in Illinois at that time. During the period when the Illinois Nurse Practice Act was being formulated and presented to the legislature, Miss McMillan made many trips to the state capital to work for the passage of the bill. It finally passed. Miss McMillan reported that the graduates who took the first examination for registration held by the State of Illinois in 1911 made a most creditable standing. Thus nursing education given in this school was at least equal to that of the other good schools in the State.

One of the most urgent needs of the School during the period from 1904-1912 was a new or enlarged and modernly equipped home. Within the first year, an addition to the new dormitory was necessary. A three story and basement brick addition in the rear of 275 Ashland Avenue provided accommodations for an additional thirty-three nurses.

The original housing facility plus the addition was soon inadequate for the number of students and staff. In order to accommodate the growth of the

School, the School authorities felt that a new building large enough for one hundred fifty was necessary. The School received a subscription of one hundred thousand dollars from the O. S. A. Sprague Memorial Fund to build a new Nurses' Home. The new building, located on Congress Street directly across from the Hospital, was named Sprague Home in honor of the two brothers, O. S. A. and Albert A. Sprague.

An additional gift in 1915 from Mrs. Albert A. Sprague made it possible to cancel the mortgage on the new building. The modern fireproof building with accommodations for one hundred sixty nurses became the new home for the school. It contained classrooms, demonstration rooms, laboratory and small reception rooms. There was also a so-called garden and sun parlor on the roof.

A second need of the School was for an endowment as pointed out by Miss McMillan time after time. In order to avoid some of the conflicts between nursing education and nursing service, Miss McMillan was anxious to make the School less dependent on the Hospital. Her argument was as follows:

Now that the new Home is a matter of early realization there remains the one urgent necessity of endowment for the school. Such an endowment should be large enough to provide instructors and supervisors in sufficient numbers; such teaching equipment as may be needed and in addition will allow, upon necessity, the enlargement of the nursing staff to such an extent that the continually increasing work of the Hospital will be satisfactorily accomplished without depriving the nursing department of its educational function and without working hardship upon the pupils of the school.<sup>8</sup>

As the School became better established, Miss McMillan constantly planned to increase the School's efficiency, raise its standards, abandon outworn concepts and initiate new ones. She secured qualified instructors and continually tried to obtain better facilities for the comfort and welfare of her students.

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5. *Ibid.*, pp. 34-35.
6. *Twenty-ninth Annual Report of the Presbyterian Hospital of the City of Chicago* (Chicago: 1912), p. 32.
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8. *Twenty-ninth Annual Report*, *op. cit.*



## **CHAPTER III**

### **The Middle Years**

From 1912 to 1938, the School of Nursing continued its growth and reached maturity. During a period of critical analysis in nursing education throughout the country, the School was able to prove that it had built well on a strong foundation. It was during this period that nursing education programs were analyzed and every effort was made so that the School of Nursing, Presbyterian Hospital would meet or exceed the existing national standards. World War I affected the nursing staff and the educational program. Changes were made to keep the School educative in character and more affiliations were planned and new courses added. At the end of this period, Miss McMillan retired after thirty-five years service.

The progress in the period from 1912 to 1938 is described under the following headings: General Control and Aim of the School, Student Personnel, Educational Program, Extra Curricular Activities, Finance, and Miss McMillan.

#### **GENERAL CONTROL AND AIM OF THE SCHOOL**

The Presbyterian Hospital School of Nursing was a hospital school conducted by the Presbyterian Hospital of the City of Chicago. The Board of Managers of the Presbyterian Hospital School of Nursing was identical with the Board of Managers of the Presbyterian Hospital. The Board represented a lay group of men composed of officers of corporations, ministers, lawyers and men who were either engaged in business or who had been so engaged. The School of Nursing was not separately incorporated with a constitution and by-laws.

In 1920, the government of the School was described for the first time in an Announcement.

The School is a part of the Presbyterian Hospital governed by the Board of Managers, which is responsible for the education, health and general welfare of the students. This Board is assisted in advancing the interests of the School by the members of the Woman's Auxiliary Board, a strong organization which does much to aid in the home life of the student and is vitally interested in everything which pertains to her advancement. A special school committee composed of professional and non-professional members, also contributes to the better interests of the School.<sup>1</sup>

Although reference was made to the aim of the School earlier,<sup>2</sup> the first



Announcement which included the stated objective is the one for 1925-1926. It states:

### The Objective

Each year it has been the effort of those in charge to develop the school, to perfect its course of instruction, and to prepare its students to be fully qualified to meet the nursing demands of the community.

The fact that many of its graduates are now holding positions of importance in institutional and public health work all over the world is evidence of the successful accomplishment of these efforts.<sup>3</sup>

Five years later in the 1930-1931 Announcement, the statement was more specific.

The aim is to prepare nurses to give efficient care to the sick in the community as well as to those in hospitals and also to furnish a good foundation upon which to build additional experience in the fields of administration, teaching and public health.<sup>4</sup>

### STUDENT PERSONNEL

The admission requirements of Presbyterian School of Nursing were consistently ahead of the majority of schools during the period.

In 1911 only 35 per cent of the 692 schools reporting required high school or its equivalent for admission.<sup>5</sup> As late as 1930 of 1,389 schools reporting in the First Grading Study, one-fourth reported that 44 per cent or less of their students were high school graduates. High school graduation, or its equivalent, had been a requirement since the founding of the School of Nursing, Presbyterian Hospital.

In 1936 and 1937 entering students were required to have two years of educational preparation beyond high school. It was felt that the students would have greater maturity and would have the ability to assume the responsibilities inseparable from the life of a nurse. The policy was changed in 1938 and two years of college was recommended rather than required.

More definite admission requirements were listed in the 1933-1934 Announcement. The grades from high school had to indicate the ability to carry the professional course. The sixteen units in high school were to include:

Four years English.

Two years science, biology or general science and a second science preferably chemistry.

One year algebra, general mathematics or commercial arithmetic.

Civics (one-half to one unit).

Other eight units elective — recommend two courses in home economics, two years in foreign language, one-half to one unit in economics.

During the period 1912 to 1938 the minimum age for admission was lowered and the maximum age raised and then lowered. In 1912 the range in age which was accepted for admission was from twenty to thirty. In 1920 the range was changed to between twenty and thirty-five. By 1930 the preferred age was between nineteen and thirty.

Consistently during the period attention was paid to health. By 1930 in addition to statements from a physician and a dentist, a certificate of vaccination against small pox was required. On admission students were now given a physical examination by the school physician, including X-ray chest films.

Social forces influenced the policies concerning the number of students admitted. World War I created a need for a large number of nurses and the School enrolled larger classes. When the war was over the need was no longer present. It was stated in the Annual Report for 1919 that: "The reason for unnecessarily large classes being over, these will now be decreased to keep within bounds of the normal teaching ability of the school."<sup>6</sup> It is interesting to note this recognition of the relationship between the size of the class and "the normal teaching ability of the school."

Because of the economic depression spring classes were omitted in 1933 and 1934. Graduate nurses were offered employment and by not admitting students it was possible to cut instructional costs.

Apparently another problem was that many of the applicants accepted did not actually enter the School. In the 1919 Annual Report two practices were indicated which helped stabilize enrollment.

The requirement started in 1917 of a registration fee deposit by applicants before enrollment be allowed in any class, has proved satisfactory in so far that it eliminates from the list any but earnest candidates, allowing a basis of intelligent planning for future admissions.

The Qualifying Certificate issued since September, 1918, by the Department of Registration and Education in Illinois, and without presentation of which a student may not enter an accredited school for nurses in this state further helps in the stabilization of enrollments, and with these two checks students are now being enrolled for future classes with a fair amount of assurance.<sup>7</sup>

At the beginning of the period, nine weeks' vacation was allowed during the course and was given when the conditions of the institution permitted. The total length of vacation time was increased, in 1920, from nine weeks to three months.

The ratio of class hours and hours in the Hospital during the preclinical period was changed in 1933. The class hours were increased from four to five while the hours in the Hospital were decreased from four to three.

During periods when the classroom work was heavy, the hours of practice were reduced from the regular eight hours.



The tuition fee was discontinued in 1914. A registration fee of ten dollars continued to be required. Personal expenses including costs of uniforms and textbooks were borne by the student. Chicago students were permitted to be day students and live at home for two years and spend the last year in residence.

The Board of Managers provided a loan fund for the students in 1927. A limited number of scholarships were available.

## EDUCATIONAL PROGRAM

The educational program will be described in relation to the Preparatory Period, Relationship with Rush Medical College, Faculty, Curriculum, and Studies of the Program.

### Preparatory Period

The first six months was retained as a preparatory or preliminary period during which the pupil resided in the Nurses' Home and received both practical and theoretical instruction considered necessary before doing actual nursing in the hospital wards. The object of the preliminary training still was to prepare the student to enter upon the duties of the nurse properly equipped physically and technically. In addition to being a period of preparation, under constant instruction, it was also one of probation. If the pupil successfully passed all examinations at the end of the first half year and gave satisfactory proof of good, practical work with general fitness, she was allowed to matriculate and was received into the School and began her training in the hospital.

The total number of class hours increased and there were changes in the courses offered. Table 1 shows the curriculum in the preliminary period in 1920-1921.

There was a tendency to increase hours and change the placement of courses. The course in Anatomy changed from twenty-four hours in 1920-1921 to forty-five hours including fourteen laboratory hours in 1925-1926. Charting was listed as a separate course in 1920-1921. In 1925-1926 charting was a part of the nursing course. Bandaging was taught in the second six months in 1920-1921 and was included in the nursing course in the first term in 1925-1926. It is difficult to make comparisons because of this shift.<sup>8</sup>

With the schedule shortened to three years, work in the clinic during the preparatory period was stopped in 1914. Added to the preparatory program was: "A class in physical culture being held to help develop the muscles and to teach proper standing and walking . . ."<sup>9</sup>

### Relationship with Rush Medical College

In the early 1920's there was a great deal of discussion between Presbyterian Hospital, Rush Medical College and the University of Chicago. Under consideration was the permanent establishment of a teaching hospital in connection with the Medical School of the University of Chicago. The negotiations



TABLE 1  
SCHEDULE OF CLASSROOM WORK  
PRELIMINARY CLASS  
1920-1921<sup>a</sup>

Subject	Class Hours		
	Total	Laboratory	Recitation & Lecture
Nursing .....	24	—	
Ethics of Nursing .....	8	—	
Chemistry .....	32	16	16
Dietetics .....	42	16	26
Anatomy .....	24	—	
Calisthenics .....	12+	—	
Hygiene .....	12	—	
Personal Hygiene .....	6	—	
Physiology .....	35	16	19
Materia Medica .....	24	—	
Charting .....	8	—	
Bacteriology .....	70	34	36
Junior Medical Lectures .....	15	—	
Total .....	312		

<sup>a</sup>1920-1921 Curriculum, Appendix E.

were of great interest to the School of Nursing since Rush Medical College faculty members taught in the School.

There was interest in developing an affiliation between the School of Nursing and the University of Chicago. It was hoped that a five-year program leading to a diploma and a bachelor of science degree would be arranged. In her eighteenth annual report, Miss McMillan said: “Unless both of these [university affiliation and endowment] become accomplished facts, it will no longer be possible to rank with the more progressive nursing schools of the country.”<sup>10</sup>

In anticipation of the change, the School of Nursing set up its schedule of courses indicating credits for each course and for nursing practice.<sup>11</sup> Satisfactory arrangements between the School and the University were not made so the five-year affiliation did not materialize. There was little change, however, in the relationship between Rush Medical College and the School of Nursing when Rush became one of the schools of the University of Chicago.

Faculty

During the period 1912-1938 a nurse faculty began to emerge. When the change was made in the length of the course from three and one-half to three years apparently an impact was felt on the nursing service and graduate nurse instructors were added. The following statement is found in the Annual Report for 1915:

The change adopted by the Board in 1912, reducing the pupil's training to a three-year term, is just beginning to be felt, and the

first shortened-term class will be graduated in 1915. To assure that this change be not detrimental to the nursing service of the hospital, graduate nurse instructors have recently been placed in several of the departments, with the object of improving teaching methods, and of securing better nursing for the patients, and although still in an experimental stage, it is believed to be a progressive step.<sup>12</sup>

In the years following 1915 the practice of employing nurse instructors continued and the number was gradually increased. Interest in public health nursing had always been keen so a public health nurse was added to the faculty.

Starting November 1, 1937, an experienced public health nurse, member of the nursing staff of the School, takes students in small groups to the various city social agencies and gives them practical experience in public health nursing, doing away with the necessity of sending our students elsewhere for this work.<sup>13</sup>

No attempt is made in this section to identify names of the various faculty members who contributed to the program. One exception is made however. Miss Mae Russell joined the faculty in 1909 and continued as a member of the faculty until her retirement in 1939. She was placed in charge of the preliminary department of the School in 1909 and four years later she became assistant to Miss McMillan and as dean of students.<sup>14</sup> Before joining the faculty she was a supervisor of surgical nursing for five years. In these key positions over the years she was in a position to influence school policies and practices and individual students.

## Curriculum

The number of hours gradually increased in the various courses. Some courses were added and others were discontinued. It is somewhat difficult to trace content offered in a specific area. Comparison of the curriculums for 1920-1921, 1925-1926, 1930-1931, and 1935-1936 may be made by referring to the Appendix.<sup>15</sup> For example, Medical Lectures in 1920-1921 were twenty-seven hours plus fifteen hours Contagious Disease Lectures, four hours Tuberculosis and eight hours Skin. In 1930-1931 Medical Nursing including Communicable Diseases was scheduled for eighty-one hours plus a six hour course in Dermatology.

World War I caused some changes in the Hospital nursing staff. Unit 13 "Presbyterian Hospital Unit" recruited one hundred sixty doctors, nurses and employees. Larger classes of students were admitted at the request of the National Council of Defense and the educational program was accelerated.

Combined with a decreased and changing graduate nurse staff, Government demands on the school itself necessitated abrupt readjustments. Its request that senior students should serve in the



military hospital under the control and supervision of a selected graduate nurse corps met with a response of seventy-eight volunteers from our student nurses, and at once intensive instruction in practical and theoretical work for these volunteers was planned.<sup>16</sup>

At the request of the School, the Woman's Board financed for some years the Occupational Department. This department was organized and managed by Susan E. Tracy. In 1917, the School of Nursing assumed responsibility for the Occupational Department. The students had an opportunity to see and help the patients they had cared for on the units in their further recovery in an atmosphere of more normal conditions.

Courses in Psychology and Sociology, fifteen hours each, were added to the curriculum in 1922. Arrangements were also made for students (college graduates) to select the four months' course in Social Service Administration at the University of Chicago. An affiliation was also available in Rural Nursing.

A course in Oral English, fifteen hours, was added to the curriculum. It was a course designed to develop proper voice placement, articulation, enunciation, and the ability to read aloud.

By 1925 the Hospital had a capacity of over five hundred beds. In addition to the nursing units, the School of Nursing utilized the pharmacy, diet kitchens, surgical supply room, and occupational therapy department for instruction. The faculty and students also used Rush Medical Library.

Throughout the period effort was made to keep abreast of approved methods in nursing education. Weekly conferences were held with the graduate staff discussing nursing problems and methods of teaching. All the staff was kept informed. Daily conferences were held by the instructional staff. Through the conference many things were accomplished, such as: revision of nursing procedures, the addition of psychology and sociology in the curriculum, a definite health program, numerous electives, and classroom drill for preliminaries in nursing procedures.

Affiliations were arranged at Chicago State Hospital and in Public Health Nursing at the School of Civics and Philanthropy in 1924. These affiliations were in addition to existing opportunities in contagious diseases, public health at the University of Chicago, pre-natal clinics, experience in the Central Free Dispensary, Rush Medical School Out Obstetrical Department, social service, and occupational department. The reason that more affiliations were offered was as follows:

There has to be met and satisfied a recent critical attitude on the part of the parents and the daughter who considers entering a nursing school, the selection by a larger number of student nurses of those optional courses which take them into other institutions, the freely expressed opinion of the interested public that the type of hospital work assigned to the student nurse be specifically defined and confined to nursing duties.<sup>17</sup>



An attempt was made in 1929 to secure experience for the students with the normal child. The purpose of the affiliation was to give the students a well rounded preparation in care of children.

For twenty-five years it had been necessary to provide an affiliation in obstetric nursing. By 1932 the facilities at Presbyterian Hospital were adequate and the affiliation was discontinued.

Durand Contagious Hospital was closed in 1932 thus the School lost the opportunity to provide this experience for the students.

The gymnasium of the local Y.M.C.A. was used weekly for physical education classes for the preliminary class. Health teaching was taught to in-coming classes by a doctor from the Elizabeth McCormick Foundation.

### Standards and Studies of the Program

Nursing leaders as early as 1911 were interested in securing some type of grading of schools of nursing. Miss McMillan consistently tried to interpret the need for classification of schools as well as specifically the need for Presbyterian to be evaluated in terms of what was going on in the country. For example the following is found in the Annual Report for 1919:

To satisfy public sentiment, efforts are now being made by national and state bodies of both professional and lay groups to study and classify the schools for nurses of the country. In such classification, attention is given to the methods of practical and theoretical instruction and time devoted to such instruction; to the proportion of graduate nurse staff to the student body; to healthful and guided home conditions for the students and to the fact of hours of practical work of the student limited to fifty-two weekly. As the liberality and wise foresight of the Board of Directors of this institution since the days of organization of the school have taken into consideration and suitably met each of the above points, it is without anticipation of dread or anxiety that we look forward to close inspection and a just classification, either by self-appointed groups or by that department of the State of Illinois under which, since the passage of the Civil Administration Code, all accredited schools for nurses are placed.<sup>18</sup>

Miss McMillan again in her annual report in 1929 discussed the need for considering the School in relation to other schools.

In presenting the report of the twenty-sixth year of the School there stands out the fact that we cannot, even if we would, be a law unto ourselves. This was borne in upon us during the past summer by an exhaustive survey made for the National Grading Committee, an organization composed of representation from hospital, medical, nursing and general education groups, the object being to study conditions in schools of nursing. Almost immediate-

ly after the survey, inspection was made of us in the interests of the Regents of the University of the State of New York in order that they might know our present standards before re-registration of the School be permitted in that State. Notification of our renewed registration being later received, we are assured of the continued eligibility to present themselves for examination, of those graduates of the School wishing to nurse in New York State. The third stimulation for self study and discovery of weaknesses came from the Nurses' Association of Illinois which, through its interest in securing nurses qualified to care for the sick has presented to Chicago schools of nursing suggestions for a minimum standard of preparation. A possible objection to outside interferences must be met by an acknowledgment of real assistance against lapsing into sluggish and routine methods of administration.<sup>19</sup>

The "Results of the First Grading Study of Nursing Schools" indicated that the School of Nursing, Presbyterian Hospital rated as one of the better schools of nursing in the country. In the general summary which showed how the School of Nursing compared, on each of the principal items studied, with other schools. Presbyterian School of Nursing ranked either with the schools three-quarters of the way up or in the highest quarter on more than half of the items.

When the number of hours in each subject taught was compared with other schools in the First Grading Study, the School of Nursing, Presbyterian Hospital was in the fourth or highest quarter in 45 per cent of the subjects. Table 2 indicates four subjects in which the percentage of schools above the N.L.N.E. Standard, the N.L.N.E. Standard, and Presbyterian School of Nursing are compared. The grand total of hours in the curriculum in the N.L.N.E. Standard and Presbyterian School are also compared.

TABLE 2  
HOURS OF THEORETICAL INSTRUCTION COMPARED WITH  
NATIONAL LEAGUE OF NURSING EDUCATION  
STANDARD AND OTHER SCHOOLS<sup>a</sup>

Subject	Per cent of schools above N.L.N.E.	Hours suggested by N.L.N.E.	Hours taught School of Nursing Presbyterian Hospital
Anatomy, Physiology .....	51	90	120
Bacteriology .....	22	45	70
Dietetics .....	29	60	77
General Medical Diseases .....	44	30	45
Public Health .....	—	—	10
Grand Total .....		885	974

<sup>a</sup>Committee on the Grading of Nursing Schools, *Results of the First Grading Study of Nursing Schools Section II What Students Learn* (New York: February, 1931), pp. 31-33.



The Second Grading Study indicated that in 1932 only 10 per cent of the other schools in the study planned to give more hours of theory than Presbyterian School of Nursing.

Presbyterian Hospital School of Nursing was selected to collaborate with a national committee in 1937, in making a study of proposed changes in approved curriculum for schools of nursing.

It is also significant to note that consistent with Miss McMillan's philosophies the quality of the educational program was continuously kept at a level high enough to meet the standards of the Regents of the State of New York.

In spite of increasing nursing service demands created by progress in medicine and surgery, by association with a medical school, and changes in nursing itself, there was an attempt throughout the period to keep the program educationally oriented. For example, Miss McMillan indicated in the Thirty-eighth Annual Report that: "The above conditions have necessitated supplementing the nursing staff by a greater proportion than formerly of orderlies and ward helpers, with subsequent additional cost to the Institution."<sup>20</sup>

### EXTRA CURRICULAR ACTIVITIES

Interest in extra curricular activities increased and new facilities and organizations helped to enrich the program.

A moving picture machine was purchased to improve both the social and educational program of the School. A tennis court and small basketball field were added to the facilities.

Miss McMillan described the formation of the Nurses' Christian League, a new organization in the School, in the following way:

While accepting much this year, the students of the School have not been lacking in initiative. At their urgent request and with the assistance of Mrs. Graham and others of influence, the local Young Women's Christian Association of Chicago was prevailed upon to grant to the National Young Women's Christian Association the privilege of organizing a student branch in the School, similar to those established in the colleges of the country. This Nurses' Christian League, which at the time of organization, represented the second known organization of this nature in any nurses' school in this country, has lived through its first year successfully, shows promise of permanency and has most decidedly been an influence for good in the School.<sup>21</sup>

In 1919 the Florence Nightingale Choral Club was formed and weekly meetings held. This chorus became an important part in the life of the students. During the time this chorus was active, many public appearances were made including the Annual Music Festival Concert and appearances at Orchestra Hall. Several concerts were held each year and at one concert in 1924 over one thousand dollars was raised for the endowment fund. As an economic



measure, the Florence Nightingale Chorus was discontinued because of the depression in 1933.

Doing all that was possible for the students, the School gradually realized that after students graduated interest in them seemed to cease. Thus to show its continued concern for the welfare of the graduates, with the consent of the President, Mr. Albert M. Day, it was decided to set aside one day each year to honor graduates. Starting in 1920, November eleventh of each year has been the annual homecoming for all graduates of the School.

### FINANCE

The School did not have a separate budget but it was recognized that funds were needed to finance the educational program. In 1909, a benefactor left the School a gift, the yearly interest was to be used for the benefit of the School. The Alumnae Association presented an annual subscription of twenty-five dollars for magazines in the School Library.

Miss McMillan continued to emphasize the need for endowment. In the previous chapter it has been noted that endowment would provide money for sufficient faculty and teaching equipment. In the fourteenth annual report she discussed demands on the instructional staff, the need for a library fund and reiterated the need for an endowment fund.

Additional number of private room and ward patients to be cared for; never ending demands of a teaching staff; new and interesting opportunities for service frequently presenting themselves; the necessity of endeavoring to adhere to an educational ideal for the nurses' school bring a multiplicity of duties to the nursing staff which, while stimulating, at times seems conflicting and difficult to regulate.

Two needs of the school are presented as follows: A small Library Fund, to allow systematic purchase of professional and other necessary magazines, and also from time to time new reference books for class use.

The second need is endowment; sufficient in amount to relieve the hospital of the heavy burden of an educative institution; sufficient, also, to relieve the nurses' school of the possibility of being sacrificed to the urgent needs of the sick and the work of the hospital.

The ambition of the school is by no means to over-train the pupil nurse or to educate her for work other than that of a nurse, but, prepare the nurse to meet existing requirements. Several of the eastern schools for nurses already have endowments started and we do not like to be left behind in any progressive measure.<sup>23</sup>

### MISS McMILLAN

M. Helena McMillan organized the School of Nursing, Presbyterian Hospital in 1903, and in the thirty-five years that followed she built well on that

foundation. On her retirement, in October, 1938, she was made Director Emeritus of the School.

During the time she was busy organizing and directing the program at Presbyterian, Miss McMillan also devoted much time to nursing organizations. She served as Vice-president, Secretary and Treasurer of the National League of Nursing Education, member of its Board of Directors and that of the American Nurses' Association. She was five times President of the Illinois State Nurses' Association, always proving a "tower of strength" in critical periods of nursing affairs. She was identified with local, state, American Red Cross and other committees on nursing and was a member of the Committee on Nursing Education which formulated the Standard Curriculum (1917). Her unselfish devotion to high standards of nursing was of inestimable national value; she labored quietly but effectively.

She was always seeking opportunities for further education for her students. Her staff was carefully chosen from the best schools in the country. She came to be known as developing leaders, many times at personal loss she recommended instructors and assistants to better positions thus helping them and the cause of nursing.

Mrs. Ernest E. Irons in an article in the Hospital Bulletin quoted a statement made by Mary Roberts:

I have met your graduates in many places. They have a satisfying way of serving with distinction which should far outweigh the difficulties you have had to surmount in making the school and them what they are.<sup>24</sup>

Several graduates of the School achieved national prominence by 1930. The American Nurses' Association sent a letter of congratulation to Miss McMillan.<sup>25</sup> In twenty-eight years the School had produced a president, a vice-president, and two executive secretaries of the American Nurses' Association and an assistant editor of the American Journal of Nursing.

Miss McMillan was awarded the Walter Burns Saunders medal for distinguished service in the field of nursing education. The award was made in June, 1936, at the biennial convention of the three national nursing organizations — American Nurses' Association, National League of Nursing Education and National Organization of Public Health Nursing — held in Los Angeles.

Over the years many fine things were said about Miss McMillan and the work she did. Mr. Albert M. Day, retired President of the Board of Managers, honored Miss McMillan in the Hospital Bulletin in 1923. He said:

. . . You believe that the credit for the high position which the school occupies, is entirely due to Miss McMillan. That is my belief too — No one knows as well as myself, how much of her life has gone into this school. With what devotion, earnest thought, hard constant work under many difficulties and with complete disregard



of self, she has labored steadily on from a very small beginning, towards her high ideals of what the school should be. I have never known her to be discouraged. She has often brought her problems to me and we have talked them over together. And sometimes when the situation seemed to be exceedingly difficult and my courage dwindled she said "It will come out all right" — and it did, or rather she did not cease her efforts till she compelled it to come out all right.

Her first year was enough to dishearten anyone. The Illinois Training school had given up furnishing nurses to the Presbyterian Hospital. There were 12 pupils in her first class, utterly untrained.<sup>26</sup>

The following tribute from the Board of Managers, at the time of her retirement, expresses something of the esteem in which Miss McMillan was held:

A pioneer in nursing education, she was appointed in 1903 to organize our School. A leader of constant and undiminishing ideals and vision, she ever sought, in the School and in the Hospital, the improvement of nursing service by raising intellectual standards for students and graduates alike without belittling the more humble functions of her profession in caring for the sick however necessitous they might be. More than fifteen hundred young women have graduated from the School during her long term of office. They carry on her work. Her influence has also been far-reaching in nursing associations, local, state, and national. Whatever reputation the School may have for excellence of instruction, or the Hospital may have for worth of nursing service, is in large measure the results of her endeavors . . .<sup>27</sup>

A reflection of the influence of Miss McMillan in the perspective of time is found in the accreditation report from the National League for Nursing in 1954:

As indicated above, this hospital is one which cherishes tradition and one which has long commanded the respect of the community. During approximately 35 years under the direction of the same administrator it achieved an enviable reputation. At the same time the School was growing under the guidance of a director of nursing who also served for 35 years, retiring in 1938 after developing a program of which all who were connected with the institution were justly proud. The graduates of this program have long enjoyed a fine reputation in the city and surrounding areas.

The history of the school shows that many of the educational policies of its early days were very advanced and far ahead of contemporary practice.<sup>28</sup>



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## CHAPTER IV

### Final Years of the School

In the previous chapter the period of the School covered was from 1912 to Miss McMillan's retirement in 1938. In this chapter the period from 1938 until the School merged with St. Luke's School of Nursing will be discussed under the following headings: Administration, Faculty, Curriculum, Student Personnel, Surveys and Accreditation, College Affiliations, and Concluding Statement.

#### ADMINISTRATION

After being served by one Director of Nursing for thirty-five years, the School was administered by an acting director and three directors in the ensuing eighteen years. Following Miss McMillan's retirement in 1938, Miss Mae Russell served as Acting Director of the School and Dean of Students and Miss Harriet Forrest served as Acting Superintendent of Nurses and Supervisor of Nursing until the appointment of Miss Dorothy Rogers in 1939. Two years later Miss Henrietta Froehlke was appointed Director upon the resignation and marriage of Miss Rogers. Miss Froehlke resigned in 1950. The last Director of Nursing was Miss Sylvia Melby.<sup>1</sup>

Although there had been a specially appointed body charged with the affairs of the School since the founding of the School, it was reported in a survey in 1940 that, "No minutes or other records were available to show the nature and effectiveness of the functioning of this [Nurse and Training School] committee."<sup>2</sup> Likewise the writer could find little evidence that this committee had taken an active part in determining the course of the School.

Under the direction of Miss Rogers, a new school of nursing committee was organized in January, 1940. The new committee was referred to as the "Advisory Committee to the School" and eventually was called the "Nursing Advisory Council." In general, the functions of this committee were to consider recommendations made by the Director of the School and faculty. There was no direct line of authority between the Board and the Council. The Director of Nursing could go to the President of the Board of Managers, but all official communication from the committee (or council) was through the Medical Director.

The Director of Nursing would bring to the committee (or council) matters of concern to her, there would be discussion and they would either be dropped or referred to the Board of Managers. It should be remembered that the Director of Nursing was responsible for both nursing service and the School of Nursing. Reported in the minutes of the meetings are many problems relating



to nursing service. Apparently recognition developed that the function of this council should be related to the School. Accordingly it was felt that the function should be more specific; thus in the Rules and Regulations of the Council approved June, 1955 it was stated:

This council shall serve in an advisory capacity only to the Director of the Hospital and Nursing Committee of the Board of Managers in all matters which concern the education and welfare of the students, and to promote in all possible ways the aims of the School with the approval of the Board of Managers to the end that it shall be maintained as an outstanding institution in its field.<sup>3</sup>

In addition to the administration of the School through the Director, there were two faculty committees which participated in the formulation and carrying out of School policies. There was no formal faculty organization, but all nurses who held executive or teaching positions met regularly for consideration of nursing service problems and matters relating to nursing education. Each committee met twice a month. One group was called the "executive committee" and the other was called the "clinical supervisory committee."

The executive committee consisted of seven persons, including the director, assistant director, director of education, director of residence and health, nursing arts instructor, assistant nursing arts instructor, and science instructor. This committee handled all policy matters.

The clinical supervisory committee was composed of the head nurses and clinical supervisors. In 1942 this group consisted of thirty-five members. The function of this committee was to consider all clinical matters.

In 1951-1952, a total faculty organization including supervisors and instructors was established. Rules and regulations were set up and adopted by the total faculty. Various faculty committees for the consideration of particular problems, such as the library and curriculum, were created and were made responsible to an executive committee. Membership on the executive committee was by virtue of position or election by the total faculty.

## FACULTY

In the period from 1938 to 1956 the faculty increased in size. The number of officers, administrators and instructors listed in 1938 was eighteen. A breakdown of the number indicates four assistants, six instructors, six supervisors, and two teaching dietitians. By 1956 the number of administrative and instructional personnel had increased to forty-eight. This number included twenty nurse instructors, one non-nurse instructor, seven nursing education administrators, twelve nursing service administrators, seven supervisors, and one administrator with dual responsibility in education and service.

A counselor for students joined the faculty in 1946. The purpose of the counseling department was to offer personal counsel to the students.

University medical school faculty continued to participate in the program

during the period. At the beginning of the period medical men were members of the faculty of Rush Medical College, but when it became a part of the University of Illinois these individuals became members of the University of Illinois Medical School.

As in the discussion of the faculty in the period 1912-1938, no attempt is made to identify the contributions of individual faculty members with the exception of Carrie Belle Herdman McNeill. From 1919 until 1925 she was a head nurse in the Hospital followed by two years as a teaching supervisor. In 1935 she returned as an instructor and assistant to Miss Russell. In 1939 she was appointed educational director and served in this capacity until she retired in 1953.<sup>4</sup> Because of her various faculty positions and her continuous service as educational director, with the changes in directors, Mrs. McNeill represented the School of Nursing to the students who knew and remember her.

## CURRICULUM

Curriculum planning by the administrative officers and faculty of the School resulted in improvement in the type of scheduling, affiliations, and clinical instruction.

In 1940 curriculum changes were made and the curriculum schedule was placed on a four-quarter basis.<sup>5</sup> Prior to this the first year was divided into three terms but no division was made in the second and third years. The first quarter of the preclinical period was devoted to classroom and laboratory work. In the second quarter twelve hours a week of supervised practice were spent in the Hospital. This was an increase in hours of clinical practice since previously two to three hours per week throughout the first six months had been assigned. In 1942 the hours were again increased and students began supervised practice in the Hospital after the first month.

A series of student panel discussions, during the senior year, was added in 1940. These discussions were on selected problems of clinical nursing. In order to provide first hand observation by the students, field trips were planned in several courses. One of these trips was a sociological tour of the City of Chicago.

Throughout this period the overall number of hours in the curriculum varied slightly. Hours were added to some courses and deleted from others.

Miss Rogers reported in 1940 that all students were assigned to at least one of these affiliations which were then available in the curriculum. The affiliations were: Cook County Psychiatric Hospital, three months; Municipal Contagious Disease Hospital, two months; Chicago Visiting Nurse Association, two months. Because of the limited clinical and housing conditions in the affiliating schools to which the students were sent for experience in the care of patients with communicable diseases and of those with mental disorders, it was impossible to make the valued professional experiences available to all students. Therefore a course on each of the subjects was included in the curriculum.

Two years later an affiliation with Illinois Neuropsychiatric Institute was



arranged. This affiliation gave a portion of the students an opportunity for experience with both psychiatric and neurology patients.

World War II brought curriculum changes. Between 1943 and 1948 many students in the School were members of the United States Cadet Nurse Corps which was created in 1943 to help meet the national emergency. In order for a school to enroll students in this Cadet Corps it was necessary to accelerate courses so formal instruction was concentrated in two and one-half years leaving the final six months for clinical practice.<sup>6</sup> Some of the students elected to remain in the home School and others to spend the last six months, or senior cadet period, in federal service.

### Program Improved

Following the War it was possible to continue to improve the program. Beginning April 1, 1948 all students in the School took the affiliation in psychiatry as offered by the Illinois Neuropsychiatric Institute. Until this time, only a portion of the students had the opportunity for experience in psychiatric nursing, other students had an affiliation in either communicable diseases or orthopedics. A limited number of students, each year, had the opportunity to participate in an affiliation with the Visiting Nurse Association.

Commencing in April, 1949, all students had two affiliations; twelve weeks in neuropsychiatry as well as eight weeks in communicable disease nursing in the Tuberculosis Department of the Hines Veterans Administration Hospital. In addition ten to twelve weeks were allowed for an elective senior experience.

In 1951 provision was made for three hours per week planned clinical nursing instruction for all students.<sup>7</sup> Previous to this time ward conferences had been held but not necessarily three per week. The change in the ward teaching program was made to insure that all students received a definite body of instruction in the clinical areas. This was correlated with the formal classes but it remained patient-centered.

In 1951 increased emphasis was also placed on supervision of students in the clinical areas of the Hospital. The number of clinical instructors was increased in order to carry on this type of teaching.

In the Annual report, Miss Melby stated:

Presbyterian Hospital is a *teaching* hospital and in this pattern belongs "The School of Nursing." The strong educational principles on which the School was founded must be kept as its highest objective.<sup>8</sup>

Following the establishment of a formal faculty organization in 1951-1952 considerable time was spent by the faculty evaluating and reorganizing the School curriculum to meet newer trends in education. An effort was made to eliminate duplication of subject material, to reorganize courses and integrate smaller courses into larger areas, and to develop a rational sequence of learning opportunities to more nearly meet the demands made upon the student in current times.<sup>9</sup>

## STUDENT PERSONNEL

Changes were made in admission tests, housing, hours per week, and student activities.

In order to be able to choose applicants more carefully, the Advisory Council recommended in 1941 the use of aptitude tests for candidates wishing to enter School. The Psychological Corporation of America was chosen for this service. Later the pre-entrance tests of the Evaluation and Guidance Service of the National League for Nursing were used.

At the beginning of the period the large number of students created housing problems, therefore from 1939-1941 spring classes were omitted. With World War II there was a need for an increased number of students due to registered nurses in military service. There was a return to two classes a year in spite of crowded facilities.

Plans were drawn in 1949 for a new nurses' residence to be erected at Harrison Street, directly across from the Hospital. Although Sprague Home was in good condition, its condemnation by the city to make room for a super-highway left no alternative but to construct a new building. Notice was received that Sprague Home had to be vacated by April, 1951. However the transfer from Sprague Home on Congress Street to the new residence on Harrison street came on March 22, 1952. This residence has modern classrooms and science laboratory facilities. Classrooms are well-equipped for the teaching of nursing arts, sciences, dietetics, and other courses. All comforts are provided for group living.

From the beginning of the School the students had been assigned an eight hour day including classes for a total of forty-eight hours per week. By 1950, however, the students after the first six months were on a forty-four hour week. The preclinical students had six hours per week of hospital experience for a total of one hundred twenty-two hours. Fourteen days allowance were provided for illness.

A whole day, instead of only a half day, off for holiday time was granted to the students. In 1955, the hours of the students were reduced to forty hours per week including classes.

Through the initiative of the students, a constitution and by-laws was written and the Student Faculty Government Association was organized in 1939. The student council had membership of both students and faculty. The student association was active in its program of furthering school activities, unifying school spirit, and endeavoring to meet the problems of student and faculty relationships. All students become non-voting members upon the successful completion of the preclinical period.

The student body sent representatives to a meeting of school representatives from all over Chicago at Cook County School of Nursing on April 11, 1946 to work for an organization of student nurses in Chicago. In February, 1947, "The Student Nurses Association of Chicago" was established with the students of



Presbyterian Hospital School of Nursing members. The students were also charter members of the Illinois Association of Student Nurses.

As indicated in the previous chapter, there was a Nurses' Christian League as a branch of the Y.W.C.A. The affiliation with the Y.W.C.A. was discontinued and by 1948 the students interested became members of the Christian Nurses' Fellowship (now the Nurses' Christian Fellowship).

The Florence Nightingale chorus, which was discontinued in 1933, was revived in 1943 and remained an active group. The chorus presented concerts and made many public appearances.

A new student group was organized in 1951, the Presbyterian Women's Athletic Association, for group participation in competitive games. The students interested in this type of activity participated in intra-mural sports as well as competing with students from other schools of nursing.

A craft shop was provided in the residence with facilities for leather work, ceramics, copper, sketching, finger painting, design, and the mechanics of reproducing design. An instructor from the Art Institute was available to work with the students.

Many students felt the need to earn money so the Student Employment Service was organized. However employment by students was not encouraged and was not allowed to interfere with scholastic responsibilities. The point of view of the School and the policies regarding employment were described in the Announcement for 1953:

The course in nursing is such that the student should not plan to earn money by employment while she is enrolled in the school. It is advised that when she is not able to meet the financial requirements, she apply for a loan. However, there is a Student Employment Service. If the student meets physical and scholastic requirements she is permitted to be employed under conditions set up by the Student Employment Service as to type of work, number of hours per week, and fee charged.<sup>10</sup>

## SURVEYS AND ACCREDITATION

The Alumnae Association sponsored a survey of the School in 1940 by the Department of Studies of the National League of Nursing Education. In the minutes of the Advisory Council in 1940 it states:

The question of the survey of the school, proposed by the Alumnae Association and approved by the Board of Managers last spring, was brought up for discussion. The Alumnae Association of the School have volunteered to underwrite the expense of a survey . . .<sup>11</sup>

This survey indicated the areas of strength and weakness in the School. Included among the recommendations were suggestions regarding improvement of the residence and classroom facilities and in the educational program.

Although the movement toward accreditation was new, a survey was arranged with the Accrediting Committee of the National League of Nursing Education. This survey was made in November, 1942 and early in 1943 the School was approved for national accreditation. A letter from the N.L.N.E. stated: "It is a pleasure to inform you that the Presbyterian Hospital School of Nursing was recommended by the Committee for accreditation and that favorable action was taken on this recommendation."<sup>12</sup>

The School was one of a small minority to achieve this recognition. The number of schools of nursing in the United States that were listed as accredited by the league in 1943 was only one hundred (ninety-five basic programs and and five affiliate school programs). The total number of schools of nursing meeting minimum requirements set by state law was 1297.<sup>13</sup>

The accreditation of the School secured in 1943 was maintained continuously. After the National League of Nursing Education was dissolved and the National League for Nursing established, the School was automatically placed on the list of N.L.N. accredited schools.

During 1953 arrangements were made for the School of Nursing to be re-surveyed by the National Nursing Accrediting Service of the National League for Nursing. The school was re-surveyed in 1954, the first time since accreditation was received in 1943, and full approval continued.

### COLLEGE AFFILIATIONS

It had long been the desire of the administration of the School to have a college affiliation. As stated in Chapter I of the study, the School of Nursing was affiliated with Rush Medical College, and received instructional assistance. In 1940, the University of Chicago and Rush Medical College severed their connection. On July 1, 1941, the Presbyterian Hospital established a teaching affiliation with the University of Illinois Medical School.

When Presbyterian Hospital affiliated with the University of Illinois, one of the terms of the agreement was that: ". . . the university will 'suggest a program of affiliation for the School of Nursing of the hospital.' "<sup>14</sup>

In the minutes of the Faculty Executive Committee in December, 1941, Miss Froehlke stated that she had been approached by the authorities of the University of Illinois Medical School and Research Hospital concerning cooperation with them in maintaining an undergraduate nursing school. In a later faculty meeting, Miss Froehlke briefly discussed the possibility of the establishment of a school of nursing in connection with the University of Illinois. As a result of the interest of the University and Presbyterian Hospital a survey was made. Miss Froehlke reported in 1944 that Miss Effie J. Taylor had been asked by the University of Illinois to make a survey of conditions on their Chicago campus in order that she might make recommendations as to the possibility of organizing a university school of nursing in connection with the University hospitals and perhaps others in the city including Presbyterian School of Nursing.<sup>15</sup> Miss Taylor surveyed the possibilities of such an affilia-



tion and her report was most favorable; however, other matters seemed more urgent and the interest waned.<sup>16</sup>

Following World War II, throughout the country, there was increased interest in collegiate nursing and degree programs. At this time, the School of Nursing, Presbyterian Hospital renewed its interest in college affiliations. Affiliations with Monmouth College, University of Dubuque, Carroll College and Bradley University were arranged with Presbyterian in 1947. The following year arrangements were also made with Lake Forest College and North Central College. The students interested in securing a degree completed four to six semesters of academic work in college preceding entrance in the School of Nursing. Students could obtain a bachelor of science degree at the end of a total of five years of study.

The University of Illinois and Presbyterian School of Nursing made an agreement for a combined academic and professional program leading to a degree, on August 19, 1949. Presbyterian along with Cook County, Michael Reese, and St. Luke's Schools of Nursing participated in the program. The University of Illinois approved the curriculum and qualifications of faculty of each of the affiliating schools.

The School of Nursing recognized the need to evaluate the other programs and realized the arrangements were unsound. Following this, the Presbyterian Hospital called a meeting of the presidents of the six colleges which carried an announcement in their school catalogues regarding an affiliation with the Presbyterian Hospital. It was decided to discontinue the loose affiliations since they were not satisfactory from the standpoint of either the student or the School of Nursing.

The Fiftieth Anniversary of the School was celebrated in 1953. The activities relating to the anniversary were held over a period of a week and culminated in the Anniversary Banquet. The Anniversary Banquet was attended by all four women who served as Director of Nursing. One of the highlights was the review of the School presented by the Directors. A fiftieth anniversary publication contained statements by each of the Directors. Also of interest was the modeling of the first student uniform, the brown "Probie" uniform, and the current student uniform.

The School of Nursing closed its fifty-third year and celebrated the golden anniversary of the first graduating class (1906-1956) in 1956. By a most significant coincidence in this year the School of Nursing of Presbyterian Hospital was closed and it became a part of Presbyterian-St. Luke's School of Nursing as a result of the merger of Presbyterian Hospital and St. Luke's Hospital.

A review of the history of the School shows it was in the vanguard. During the period of Miss McMillan there is ample evidence to substantiate this statement. The School achieved and maintained its accreditation by the National League of Nursing Education and the National League for Nursing. The Survey in 1954, two years before the merger, showed that the School compared

favorably with schools preparing students for a diploma in nursing. Consistently, emphasis had been placed on the maintenance of high standards.

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## Appendices

### APPENDIX A

#### ARTICLES OF INCORPORATION OF THE PRESBYTERIAN HOSPITAL OF THE CITY OF CHICAGO

State of Illinois    }  
Cook County        } ss

We, the undersigned, being citizens of the United States, desiring to form a Society, not for pecuniary profit, pursuant to an act of the General Assembly of Illinois, entitled "An Act Concerning Corporations," approved April 18, 1872, do hereby certify.....

1. The name by which this Society shall be known shall be "The Presbyterian Hospital of the City of Chicago."
2. The object of this Society is the establishment, support and management of an institution for the purpose of affording surgical and medical aid, and nursing, to sick and disabled persons of every creed, nationality and color.
3. The affairs of this Society shall be under the direction of a Board of twenty-eight Managers.

### APPENDIX B

#### BY-LAWS OF THE PRESBYTERIAN HOSPITAL OF THE CITY OF CHICAGO

"Article 9 — Section 7. *Nurse and Training School Committee*

The Nurse and Training School Committee shall have general supervision of nursing in the Hospital of the Society and of the School of Nursing of the Society, and shall make such recommendations to the Board in connection with such nursing and the conduct of said School as they shall see fit."

## APPENDIX C

Form 2

THE PRESBYTERIAN HOSPITAL  
SCHOOL FOR NURSES

277 Ashland Boul., Chicago

M\_\_\_\_\_

Dear Madam:

Your letter in reference to entering this School has been received.

For the purpose of furnishing us with further information kindly answer the accompanying questions in your own handwriting.

Your application must be accompanied by a letter from a physician stating that your health is good, and letters from two responsible persons as to general fitness.

If possible for you to call to see me, I should be pleased to make an appointment for a personal interview.

Yours very truly,

\_\_\_\_\_  
Principal of the School.

\_\_\_\_\_. 19 .

## APPLICATION PAPER

1. What is your full name and present address? \_\_\_\_\_
  2. State your age last birthday and date and place of birth. \_\_\_\_\_
  3. What is your height and weight? \_\_\_\_\_
  4. Are you strong and healthy mentally and physically and have you always been so? \_\_\_\_\_
  5. Are your sight and hearing perfect? \_\_\_\_\_
  6. Have you any physical defects? \_\_\_\_\_
  7. (a) Have you ever had any disease of the lungs or have you any tendency to pulmonary complaint? \_\_\_\_\_  
(b) Is there a history of tuberculosis in your family? \_\_\_\_\_
  8. Are you subject to sore throat? \_\_\_\_\_
  9. Have you ever had any uterine disease? \_\_\_\_\_
  10. Have you graduated from any school? If so, when and where? State explicitly what educational advantages you have had. \_\_\_\_\_
  11. Are you connected with any church? If so, name the denomination. \_\_\_\_\_
  12. Are you single, married, or a widow: If a widow have you any children and how many? How are they provided for? \_\_\_\_\_
  13. What is your present occupation (if any), and how have you been previously employed? \_\_\_\_\_
  14. Have you been in any nurses' school, or employed in any hospital or asylum? If so, when, where, and how long in each place? \_\_\_\_\_
  15. Are you free from domestic responsibilities that might interrupt your course in the school? \_\_\_\_\_
  16. Do you fear any disease to the care of which you might be assigned? \_\_\_\_\_
  17. Give the names and addresses of two persons (not your relatives) who have known you for some time and who now know all about you. These names must not be the names of those sending letters (as specified on page 1).
- (1) Name \_\_\_\_\_ Address \_\_\_\_\_  
has known me \_\_\_\_\_ years. \_\_\_\_\_
- (2) Name \_\_\_\_\_ Address \_\_\_\_\_  
has known me \_\_\_\_\_ years. \_\_\_\_\_

(Continued on p. 41)



*(Appendix C. continued)*

Having read, clearly understanding, and fully agreeing to the conditions of admission into the School, I declare the above statement made by me to be correct; and if accepted as a pupil will in all respects comply with the regulations of the School and of the Hospital.

(Signed) \_\_\_\_\_  
Candidate

Date \_\_\_\_\_ Address \_\_\_\_\_

## APPENDIX D

Form 3

THE PRESBYTERIAN HOSPITAL  
SCHOOL FOR NURSES

Chicago, Illinois, 19\_\_\_\_

Dear

M\_\_\_\_\_ has applied for admission into this School for Nurses and has given us your name for reference as to her character and general fitness for the work.

As the demands of the nursing profession are great we aim to accept into our school only those pupils who show promise of success in the work. It is necessary that the candidate should have intelligence, education, and refinement, even temper, thorough trustworthiness, and a cheerful disposition; she must be of unblemished character and in sound health of body and mind.

It is also essential that she be responsive to teaching and ready to conform to the strict rules of discipline.

Will you kindly answer the accompanying questions and add such information as you may have respecting the character and conduct of the applicant? Please address your reply, which will be treated in all respects as confidential, to the Principal of the School, Presbyterian Hospital.

Thanking you in advance for your courtesy in replying to our inquiries, which may be of mutual benefit to the applicant and the School.

Yours respectfully,

\_\_\_\_\_  
Principal of the School.

(over)

*(Continued on p. 42)*

(Appendix D, continued)

## INQUIRIES RELATIVE TO

Miss \_\_\_\_\_ an applicant for admission to the Presbyterian Hospital School for Nurses.

1. How long have you known her and your opportunities of personal acquaintance with her? \_\_\_\_\_

2. What do you know of her previous history, especially for the last three or four years? \_\_\_\_\_

3. What has been the state of her health and is she physically strong? \_\_\_\_\_

4. What are her manners and disposition? \_\_\_\_\_

5. What is her temper? \_\_\_\_\_

6. What has been her education? \_\_\_\_\_

7. What is her moral character? \_\_\_\_\_

8. What is your judgment as to her intelligence and good sense? \_\_\_\_\_

9. Has she had any work or experience similar to nursing? \_\_\_\_\_

10. Has she any responsibility likely to call her away before the completion of her three years' training? \_\_\_\_\_

11. What do you think of her ability to become a good nurse? \_\_\_\_\_

12. What do you consider her faults? \_\_\_\_\_

13. Remarks: \_\_\_\_\_

(Signed) Name \_\_\_\_\_

Address \_\_\_\_\_

Date \_\_\_\_\_



APPENDIX E

1920-1921 CURRICULUM<sup>a</sup>  
SCHEDULE OF CLASS ROOM WORK

*Preliminary Class (6 Months)*

Apr., May,	Nursing 8 hrs.	Ethics of Nursing 8 hrs.	Chemistry 16 hrs. Lab. 16 hrs. Rec. & Lect.	Dietetics 16 hrs. Lab. 26 hrs. Rec. & Lect.
Oct., Nov.	Anatomy 24 hrs.	Calis- thenics 12+ hrs.		
June, July,	Nursing 8 hrs.	Hygiene 12 hrs.	Personal Hygiene 6 hrs.	Physiology 16 hrs. Lab. 19 hrs. Rec. & Lect.
Dec., Jan.	Materia Medica 24 hrs.	Calis- thenics (Cont.)		
Aug., Sept., Feb., Mar.	Nursing 8 hrs.	Charting 8 hrs.	Bacteriology 34 hrs. Lab. 36 hrs. Rec. & Lect.	Jr. Medical Lect. 15 hrs.

*First Year (6 Months)*

Nursing 24 hrs.	Urinalysis 3 hrs. Lab. 7 hrs. Rec. & Lect. Apr. & Oct.	Toxicology 9 hrs. May & Nov.	Jr. Surg. Lect. 16 hrs. Nov., Dec. & May, June	Gynaecology 15 hrs. Apr., May & Oct., Nov.
Infants & Children 24 hrs. Apr., May & Nov., Dec.	Bandaging 8 hrs. July & Jan.			

*Junior B (6 Months)*

Nursing 20 hrs.	History of Nursing 12 hrs. Jan., Feb. & June, July	Contagious Lectures 15 hrs. Feb., Mar. & Aug., Sept.	Massage 9 hrs. Pract. 6 hrs. Lec. Sept. & Mar.	Nose & Throat 4 hrs. Apr. & Oct.
Eye & Ear 4 hrs. August (once a year)	Tuber- culosis 4 hrs. September (once a year)	Nervous & Mental 18 hrs. Dec., Jan., Feb. (once a year)		

(Continued on p. 44)

<i>Junior A (6 Months)</i>				
Nursing 12 hrs.	Sr. Med. Lect. 12 hrs. Oct., Nov. & Apr., May	Nervous 18 hrs. Dec., Jan., Feb. (once a year)	Skin 8 hrs. Jan. (once a year)	Obstetrics 12 hrs. Jan., Feb. & June, July
Anaesthesia 4 hrs. Mar. (once a year)	Eye & Ear 4 hrs. Aug. (once a year)	Tuber- culosis 4 hrs. Sept. (once a year)		
<i>Senior B (6 Months)</i>				
Ethics of Nursing 12 hrs. Nov., Dec., Jan. (1 yr.)	Skin 6 hrs. Jan. (once a year)	Sr. Dietetics 8 hrs. Feb. & Aug.	Sr. Surgical 8 hrs. Mar. & Sept.	Anaesthesia 4 hrs. Mar. (once a year)
Sr. Materia Medica 12 hrs. Mar., Apr. & Sept., Oct.	Sr. Anatomy 12 hrs. May, June & Nov., Dec.			
<i>Senior A</i>				
Ethics of Nursing 12 hrs. Nov., Dec., Jan. (once a year)	Special Lect. on Social Serv., Occu- pational Therapy, Hydrotherapy & other sub- jects. 16 hrs. Nov., Dec., Jan.	Affiliated Courses from Oct. to May		

NOTE:—On account of the six months preliminary period, and of the elective affiliated courses, class work is carried throughout the entire year. Most subjects are given twice yearly to allow each student opportunity to attend the course. Those subjects designated as given "once a year" are taken by groups of students in different divisions, each student carrying the course but one time.

*"The School of Nursing The Presbyterian Hospital Chicago Affiliated with Rush Medical College and with the University of Chicago Announcement 1920-1921 (Chicago: 1920), pp. 10-11.*



1925-1926 CURRICULUM<sup>a</sup>  
SCHEDULE OF REQUIRED COURSES

Course	Total hours	Lect. & Rec.	Lab. hours	Credits
<i>First Year 1st Term 15 Weeks — 300 Hours</i>				
Anatomy	45	31	14	2
Chemistry	45	15	30	2
Ethics & History Nursing	30	30		2
Elementary Materia Medica	15	15		1
Personal Hygiene	15	15		1
Physical Education	15		15	
*Nursing	120			6
Technique		60	25	
Bandaging			10	
Charting			10	
Hosp. Housekeeping		15		
Massage	15		15	½
*Nursing hours cover the 30 weeks.				
<i>First Year 2nd Term 15 Weeks — 250 Hours</i>				
Physiology	45	31	14	2
Mat. Med. & Therap.	30	30		2
Bacteriology	70	24	46	3
Dietetics	45	15	30	2
Applied Psychology	30	30		2
Intro. to Medical & Surg.	30	15	15	1½
Nursing incl. Lab. Tests				
<i>First Year 3rd Term 9 Weeks — 105 Hours</i>				
Medical Nursing	30	30		2
Surgical Nursing	45	30		3
incl. Operating Room Technique		5		
Anaesthesia		4		
Orthopedics		6		
Gynecology	15	15		1
Public Hygiene	15	15		1
TOTALS, 1st 9 MONTHS	655	431	224	34
<i>Second Year 30 Weeks — 135 Hours</i>				
Modern Social & Health Movements	15	15		1
Diet in Disease	15	15		1
Pediatric Nursing	30	30		2
Obstetrical Nursing	30	30		2
Medical Nursing continued	30			2
in Communicable Diseases		24		
and Skin		6		
Case Study	15	15		1
<i>Third Year 30 Weeks — 105 Hours</i>				
Mental Nursing	30	30		2
Surgical Nursing continued in				
Eye, Ear, Nose and Throat	15	15		1
First Aid	15	15		1
Survey of Nursing Field & Professional Problems	30	30		2
Oral English	15	15		1
TOTAL for 3 YEARS	895			50

(Continued on p. 46)

	Weeks	
Nursing Practice:		
Preliminary demonstration and practice	24	
Medical Dept's (incl. diets)	22	
Surgical Wards (incl. Gyn.)	18	
Pediatrics (incl. Contagious)	20	
Op. and Dressing Rooms	12	
Obstetrical service (incl. district exp.)	12	
Private services	10	
Dispensary	10	
Elective courses	16	
Vacations	12	
	156	
Credits		30
Total Credits Required for Graduation		80

*<sup>a</sup>The School of Nursing The Presbyterian Hospital Chicago Affiliated with the University of Chicago Announcement, 1925-26 (Chicago: 1925), p. 17.*

1930-1931 CURRICULUM<sup>a</sup>  
SCHEDULE OF REQUIRED COURSES

Course	Total hours	Lect. & Rec.	Lab. & Clinic
<i>First Year 1st Term 13 Weeks</i>			
Anatomy	60	40	20
Chemistry	45	21	24
Ethics	15	15	
Elem. Materia Medica	10	10	
Personal Hygiene	20	20	
Physical Education	15		15
Nursing, incl. Band. & Charting	120		
<i>First Year 2nd Term 13 Weeks</i>			
Physiology	60	40	20
Materia Medica	45	30	15
Dietetics	50	20	30
Bacteriology	70	30	40
Public Health	10	10	
Massage	16	4	12
Total First Two Terms	536		
<i>First Year 3rd Term</i>			
Diet in Disease	15	11	4
Pathology	15	9	6
Medical Nursing	35	30	5
Surgical Nursing	20	15	5
Gynecology	18	15	3
Psychology	20	20	
History of Nursing	16	16	
Hosp. Housekeeping	10	8	2
Ethics & Nrs. Problems	15	15	
Total	164		

(Continued on p. 47)



Course	Total hours	Lect. & Rec.	Lab. & Clinic
<i>Second Year</i>			
Med. Nurs. in Commun. Dis.	30	20	10
Dermatology	6	6	
Sociology	15	15	
Urinalysis	8	4	4
Toxicology	8	8	
Pediatric Nurs.	30	20	10
Orthopedics	6	6	
Obstetrical Nurs.	30	15	15
Anesth. & O. R. Tech.	22		
Total	155		
<i>Third Year</i>			
Nervous & Mental	30	20	10
Surg. Nurs. E. E. N. T.	20	20	
Med. Nurs.	16	13	3
Senior Dietetics	8	8	
First Aid	15		15
Survey of Nurs. Field	30	30	
Total	119		
Grand Total	974		

*<sup>a</sup>The School of Nursing The Presbyterian Hospital Chicago Affiliated with Rush Medical College the University of Chicago Announcement, 1930-31 (Chicago: 1930), p. 18.*

1935-1936 CURRICULUM<sup>a</sup>  
SCHEDULE OF REQUIRED COURSES

Course	Total hours	Lect. & Rec.	Lab. & Clinic
<i>First Year 1st Term 13 Weeks</i>			
Anatomy	60	40	20
Chemistry	50	26	24
Ethics	15	15	
Elem. Materia Medica	25	10	15
Personal Hygiene	20	20	
Physical Education	15		15
Nursing, incl. Band. & Charting	120		
<i>First Year 2nd Term 13 Weeks</i>			
Physiology	60	40	20
Material Medica	30	30	
Dietetics	50	20	30
Bacteriology	70	30	40
Occupational Therapy	54	6	48
Total First Two Terms	569		

(Continued on p. 48)

Course	Total hours	Lect. & Rec.	Lab. & Clinic
<i>First Year 3rd Term</i>			
Public Hygiene	10	10	
Diet in Disease	15	11	4
Pathology	15	9	6
Medical Nursing	40	30	10
Surgical Nursing	25	15	10
Gynecology	20	15	5
Psychology	20	20	
History of Nursing	16	16	
Hosp. Housekeeping	10	8	2
Ethics & Nurs. Problems	15	15	
Massage	16	1	15
Total	222		
<i>Second Year</i>			
Med. Nurs. in Commun. Dis.	30	20	10
Dermatology	6	6	
Sociology	15	15	
Urinalysis	8	4	4
Toxicology	9	3	6
Pediatric Nurs.	30	20	10
Orthopedics	8	6	2
Obstetrical Nurs.	30	15	15
Anesth. & O.R. Tech.	22		
Total	158		
<i>Third Year</i>			
Nervous & Mental	30	20	10
Surg. Nurs. E. E. N. T.	27	27	
Med. Nurs.	16	16	
Nursing Problems	15	15	
Senior Dietetics	8	8	
First Aid	15		15
Survey of Nurs. Field	20	20	
Total	121		
Grand Total	1080		

*<sup>a</sup>The School of Nursing The Presbyterian Hospital Chicago Affiliated with Rush Medical College of the University of Chicago Announcement, 1935-36 (Chicago: 1935), p. 14.*



1940-1941 CURRICULUM<sup>a</sup>  
SCHEDULE OF REQUIRED COURSES

Course		Total hours	Lect. & Rec.	Lab.
	<i>First Year 1st Term 13 Weeks</i>			
Anatomy		60	36	24
Chemistry		60	38	22
Prof. Adjustments I		12	12	
Elem. Materia Medica		24	18	6
Personal Hygiene		12	12	
Physical Education		12	12	
Intro. Nursing Arts		60	12	48
Mental Hygiene		12	10	2
		<hr/>	<hr/>	<hr/>
		252	150	102
	<i>First Year 2nd Term 13 Weeks</i>			
History Nursing		36	36	
Physiology		60	36	24
Nutrition Cookery		48	18	30
Bacteriology		72	24	48
Intro. Nursing Arts		60	12	48
Physical Education		12		12
		<hr/>	<hr/>	<hr/>
Total First Two Terms	540	288	126	162
	<i>First Year 3rd Term 3rd Qtr.</i>			
Diet Therapy		24	12	12
Materia Medica		36	36	
Laboratory Diagnosis		12	8	4
Med. Nurs. incl. Urinalysis		60	40	20
Surg. Nurs.		48	30	18
		<hr/>	<hr/>	<hr/>
		180	126	54
	<i>4th Qtr.</i>			
Gynecology		24	18	6
Operating Room Technique		24	18	6
Social Problems		12	12	
		<hr/>	<hr/>	<hr/>
		60	48	12
		<hr/>	<hr/>	<hr/>
Total		780	450	330

(Continued on page 50)

Course	Total hours	Lect. & Rec.	Lab.
<i>Second Year</i>			
<i>1st Qtr.</i>			
Psychology	24	24	
Nervous and Mental	24	20	4
Special Medicine	24	20	4
Special Surgery	36	28	8
	<u>108</u>	<u>92</u>	<u>16</u>
<i>2nd Qtr.</i>			
Communicable Diseases	24	20	4
Obstetrics	36	24	12
Pediatrics	36	24	12
	<u>96</u>	<u>68</u>	<u>28</u>
<i>3rd Qtr.</i>			
Pathology	12	10	2
First Aid	24	6	18
Massage	12	6	6
Professional Adjustments II	12	12	
Sociology	24	18	6
Toxicology	12	12	
	<u>96</u>	<u>64</u>	<u>32</u>
<i>4th Qtr.</i>			
Vacation			
Total 2nd Year	<u>300</u>	<u>224</u>	<u>76</u>
<i>Third Year</i>			
<i>1st Qtr.</i>			
Community Health	24	24	
Public Hygiene	24	24	
	<u>48</u>	<u>48</u>	
<i>2nd Qtr.</i>			
Professional Adjustments IIB	12	12	
Senior Conferences	12		12
	<u>24</u>	<u>12</u>	<u>12</u>
<i>3rd &amp; 4th Qtr.</i>			
Affiliations			
Total	<u>72</u>	<u>72</u>	<u>—</u>
Grand Total	1152	746	406
<i>Clinical Schedule</i>			
Preliminary		6	Months
Medical Nursing		4	Months
Surgical Nursing		4	Months
Operating Room		3	Months
Pediatrics		3	Months
Diet Kitchen		1½	Months
Dispensary		1½	Months
Maternity		4	Months
Psychiatry		3	Months
Comm. Disease or V.N.A. or Orthopedics		1½-2	Months
Vacation		3	Months
Private Patients		1	Month
Total		<u>36</u>	Months

*\*The School of Nursing The Presbyterian Hospital Chicago Affiliated with Rush Medical College of the University of Chicago Announcement, 1940-41 (Chicago: 1940), p. 19.*



1945-1946 CURRICULUM<sup>a</sup>  
SCHEDULE OF REQUIRED COURSES

Course	Total hours	Lect. & Rec.	Lab.
<i>First Year 1st Term 13 Weeks</i>			
Anatomy & Physiology	64	40	24
Chemistry	60	40	20
Professional Adjustments I	12	12	
Elem. Materia Medica	24	20	4
Personal Hygiene	12	12	
Physical Education	10		10
Intro. Nursing Arts	84	42	42
Mental Hygiene	12	10	2
	<u>278</u>	<u>176</u>	<u>102</u>
<i>First Year 2nd Term 13 Weeks 2nd Qtr.</i>			
Sanitation	12		12
History Nursing	24	24	
Anatomy & Physiology	60	36	24
Nutrition Cookery	48	24	24
Microbiology	62	22	40
Intro. Nursing Arts	72	42	30
Physical Education	10		10
Total First Two Terms	<u>288</u>	<u>148</u>	<u>140</u>
<i>First Year 3rd Term 3rd Qtr.</i>			
Diet Therapy	24	20	4
Materia Medica	36	36	
Introduction to Disease	24	20	4
Med. Nurs. incl. Urinalysis	60	40	20
Surg. Nurs.	48	30	18
	<u>192</u>	<u>146</u>	<u>46</u>

(Continued on p. 52)

Course	Total hours	Lect. & Rec.	Lab.
<i>Second Year</i>			
<i>1st Qtr.</i>			
Social Problems in Nursing	12	12	
Psychology	24	24	
Gynecology	20	16	4
Special Medicine	36	32	4
Special Surgery	36	24	12
	<u>128</u>	<u>108</u>	<u>20</u>
<i>2nd Qtr.</i>			
First Aid	20	10	10
Operating Room	24	18	6
Sociology	24	22	2
Pediatrics	36	24	12
	<u>104</u>	<u>74</u>	<u>30</u>
<i>3rd Qtr.</i>			
Communicable Disease	20	16	4
Nervous & Mental	24	20	4
Obstetrics	30	18	12
Professional Adjustment II	12	12	
Total	<u>86</u>	<u>66</u>	<u>20</u>
<i>4th Qtr.</i>			
Vacation			
Total 2nd Year	318	248	70
<i>Third Year</i>			
Community Health	24	22	2
Professional Adjustments IIB	12	12	
Senior Conferences	12		12
	<u>48</u>	<u>34</u>	<u>14</u>
<i>2nd, 3rd &amp; 4th Qtrs.</i>			
Affiliations			
Vacation			
Total 3rd Year	<u>48</u>	<u>34</u>	<u>14</u>
Grand Total	1124	752	372
<i>Clinical Schedule</i>			
Preclinical		26 Weeks	
Medical Nursing		14 Weeks	
Surgical Nursing		18 Weeks	
Operating Room		12 Weeks	
Pediatrics		13 Weeks	
Obstetrics		13 Weeks	
Diet Kitchen		4 Weeks	
Out Patient Department		6 Weeks	
Psychiatry		12 Weeks	
Vacation		12 Weeks	
Senior Electives		26 Weeks	
Total		<u>156 Weeks</u>	

oThe School of Nursing The Presbyterian Hospital Chicago Registered in Illinois and New York Accredited N.L.N.E. Announcement, 1945-6 (Chicago: 1945), pp. 21 & 29.



1951 CURRICULUM<sup>a</sup>  
SCHEDULE OF REQUIRED COURSES

Course	Total hours	Lect. & Rec.	Lab.
<i>First Year</i>			
<i>1st Qtr.</i>			
Anatomy & Physiology	62	40	22
Chemistry	55	35	20
Pharmacology I	24	24	
Intro. Nursing Arts	82	22	60
Marriage & the Family	12	12	
Personal Hygiene	15	15	
Physical Education	10		10
Professional Adjustment I	15	15	
	<u>275</u>	<u>163</u>	<u>112</u>
<i>2nd Qtr.</i>			
Anatomy & Physiology	62	40	22
Nutrition I	48	24	24
History of Nursing I	15	15	
Intro. Nursing Arts	74	22	52
Microbiology	60	20	40
Physical Education	10		10
Sanitation	15	15	
Pharmacology I	6	6	
	<u>290</u>	<u>142</u>	<u>148</u>
<i>3rd Qtr.</i>			
Nutrition II	24	16	8
Introduction Medical Science	30	30	
Pharmacology II	30	30	
Medical & Surgical Nursing I	96	96	
	<u>180</u>	<u>172</u>	<u>8</u>
<i>4th Qtr.</i>			
Vacation			
Total	745	477	268

(Continued on p. 54)

Course	Total Hours	Lect. & Rec.	Lab.
<i>Second Year</i>			
<i>1st Qtr.</i>			
Gynecology	22	22	
Psychology	30	30	
Operating Room Technique	18	18	
Medical & Surgical Nursing II	74	74	
	<u>144</u>	<u>144</u>	
<i>2nd Qtr.</i>			
First Aid	16	8	8
Obstetric Nursing	50	50	
Pediatric Nursing	50	50	
Sociology	30	30	
History Nursing II	15	15	
	<u>161</u>	<u>153</u>	<u>8</u>
<i>3rd Qtr.</i>			
Communicable Disease Nursing	24	24	
Intro. Public Health Nursing	30	30	
Professional Adjustment II	30	30	
	<u>84</u>	<u>84</u>	
<i>4th Qtr.</i>			
Vacation			
Total	389	381	8
<i>Third Year</i>			
Neuropsychiatry	107		
Communicable Nursing	60		
Advanced Clinical Experience	24		
Total	<u>191</u>		
Ward Instr.	382		
Grand Total	1707	1049	276
		Weeks	Planned Ward Instr.
Preclinical		24	
Medical		14	42
Surgical		20	60
Operating Room		12	36
Pediatrics		13	39
Obstetrics		13	39
Diet Kitchen		4	12
Out Patient Department		6	60
Psychiatry Affiliation		12	26
Vacation		12	
Advanced Clinical Experience		10-12	30
Communicable Disease		8	20
Private Pavilion		6	18
		<u>156</u>	<u>382</u>
3 hours per week in Clinical Nursing Instruction			
<i><sup>a</sup>School of Nursing Presbyterian Hospital Chicago Announcement, 1951 (Chicago: 1951), pp. 22 &amp; 29-30.</i>			



1955-1956 CURRICULUM<sup>a</sup>

YEAR I

Course title	Hours lect. class	Hours lab. ward instr.	Days clinical practice
<i>First Quarter</i>			
Anatomy-Physiology	22	33	Freshmen
Chemistry	36	20	175 Days
Fundamentals Nursing I*	49	37	Cl. Lab. 50 hrs
Psychology	30		
Physical Educ.		10	
Vacation 14 Days			Vac. 14 Days
Total: 137		100	
<i>Second Quarter</i>			
Anatomy-Physiology	22	33	
Microbiology	25	40	
Fundamentals Nursing II*	49	37	Cl. Lab. 70 hrs
Nutrition I	23	22	
Pharmacology I	15		
Physical Educ.		10	
Total: 134		142	
<i>Third Quarter</i>			
Medical Nursing**	55		
Surgical Nursing**	50		
Operating Room Technique***	15		
Nutrition II	16	8	
Pharmacology II	30		
Cl. Prac. Medical Nursing		24	56 Days
Cl. Prac. Surgical Nursing		24	56 Days
Total: 166		8 48	
<i>Fourth Quarter</i>			
Vacation 14 Days			Vac. 14 Days
Cl. Prac. in Diet Therapy		12	28 Days
Cl. Prac. in Operating Room		20	70 Days
Cl. Prac. in Medical Nursing (cont'd)			
Cl. Prac. in Surgical Nursing (cont'd)			
		Total: 32	
Total Lect. and Lab.			687 hours
Total Ward Class			80 hours
Total:			767 hours

\* Includes Professional Adjustment I (15 hrs.)  
\* Includes Personal Hygiene (15 hrs.)  
\*\* Medical Science (15 hrs.)  
\*\* Includes Urology  
\*\*\*Taught in the O.R. Unit Public Health, Sanitation integrated throughout the curriculum (45 hrs.)

YEAR II			
Course title	Hours lect. class	Hours lab. ward instr.	Days clinical practice
<i>First Quarter</i>			
Orthopedic Nursing	30		
Gynecological Nursing	20		
E.E.N.T. Nursing	20		
Sociology	30		
Dermatology	15		
	Total: 115		
Cl. Prac. Orthopedics		12	28 Days
Cl. Prac. in Gyn.		12	28 Days
Cl. Prac. in E.E.N.T.		6	14 Days
		Total: 30	
<i>Second Quarter</i>			
Obstetrical Nursing	50		
Pediatric Nursing	45		
History of Nursing	15		
	Total: 110		
Cl. Prac. in Obst.*		39	91 Days
Cl. Prac. in Peds.*		39	91 Days
		Total: 78	
<i>Third Quarter</i>			
Communicable Disease Nursing	25		
Professional Adjustment II (incl. Hist. Nurs.)	45		
	Total: 70		
Cl. Prac. Medical Nursing*		24	68 Days
Cl. Prac. Surgical Nursing*		24	68 Days
		Total: 48	
<i>Fourth Quarter</i>			
Vacation 28 Days			Vac. 28 Days
		Total Lect. and Lab.	295 hours
		Total Ward Class	156 hours
		Total:	451 hours
*Cl. prac. distributed over remaining quarters of third year.			

(Continued on p. 57)

YEAR III			
Course title	Hours lect. class	Hours lab. ward instr.	Days clinical practice
<i>First Quarter</i>			
Communicable Dis. Nsg. (TBC)	60		
Neuro-Psychiatric Nsg.	100		
	Total: 160		
Cl. Prac. in Tuberculosis		24	56 Days
Cl. Prac. in Neuro-Psychiatry		34	84 Days
		Total: 58	
<i>Second Quarter</i>			
Ward Administration*	25		
Senior Seminars*	15		
	Total: 40		
Out-Patient Department Public Health Nursing* (a limited number of students)		18	42 Days
		Total: 18	
<i>Third Quarter</i>			
Emergency Nursing	20	24	56 Days
	Total: 20	24	
<i>Fourth Quarter</i>			
Vacation 28 Days			Vac. 28 Days
		Total Lect. and Lab.	220 hours
		Total Ward Class	100 hours
		Total:	320 hours

Summary: Total Lect.—Lab. 1202 Hours. Total Ward 336 Hours  
Total: 1095 Days  
Grand Total: 1538 Hours.

\*Dependent upon student's rotation students will receive the starred courses.  
◻The Presbyterian Hospital Chicago School of Nursing Announcement 1955-1956 (Chicago: 1955), pp. 17-19.



APPENDIX F<sup>a</sup>  
THE AMERICAN NURSES' ASSOCIATION

Children's Hospital  
18th & Bainbridge Streets  
Philadelphia, Penn.  
July 7th, 1930

Miss M. Helena McMillan,  
Presbyterian Hospital,  
Chicago, Illinois

My dear Miss McMillan:

At a meeting of the Board of Directors of the American Nurses' Association held in Milwaukee, Wisconsin, June 14, 1930, the following resolution was adopted:

That a letter of congratulation be sent to Miss Helena McMillan, the Director of the School of Nursing in the Presbyterian Hospital of Chicago, upon the type of women whom she has sent out into the nursing profession and upon their achievements and upon the fine records which they are continuing to make.

The women whom the Board had particularly in mind at this time were the following: Miss Elnora E. Thompson, R.N., Miss Mabel M. Dunlap, R.N., Mrs. Alma H. Scott, R.N., Mrs. Helen W. Munson, R.N.

May I add my personal note of appreciation at this time?

Yours sincerely,

Susan C. Francis, R.N.  
*Secretary*

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<sup>a</sup>"Reproduction of Letter," *The Presbyterian Hospital Bulletin*, Number 72 (November, 1930), p. 19.

APPENDIX G

DIRECTORS OF NURSING AND  
NURSING EDUCATION

*Directors of Nursing*

- 1903-1938 M. Helena McMillan  
B.A. McGill University, Montreal, Canada  
Diploma, Illinois Training School for Nurses, Chicago
- 1939-1941 Dorothy Rogers (Mrs. Whiting Williams)  
B.A. Wellesley College, Wellesley, Massachusetts  
Diploma, School of Nursing, Presbyterian Hospital, Chicago  
M.A. Teacher's College, Columbia University, New York
- 1941-1950 Henrietta Froehlke  
Diploma, St. Luke's Hospital School of Nursing, Chicago  
B.S. Teacher's College, Columbia University, New York  
M.A. Teacher's College, Columbia University, New York
- 1950-1956 Sylvia Melby  
B.A. St. Olaf College, Northfield, Minnesota  
Diploma, School of Nursing, Presbyterian Hospital, Chicago  
Hon. D.Sc., St. Olaf College, Northfield, Minnesota

*Directors, Nursing Education*

- 1912-1939 Mae Russell  
Diploma, School of Nursing, Waltham, Massachusetts
- 1939-1953 Carrie Belle Herdman McNeill  
B.A. University of Illinois, Champaign, Illinois  
Diploma, School of Nursing, Presbyterian Hospital, Chicago
- 1953-1956 Henrietta F. Davis  
Diploma, School of Nursing, Indiana University Hospital, Indianapolis, Indiana  
B.S. University of Minnesota, Minneapolis, Minnesota

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